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Self-Regulation Mechanisms and Vocabulary Acquisition in a Group of EFL Students

During COVID-19: A Qualitative Study

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Dedicated to all the students who faced

the emergency online modality in the pandemic.

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ABSTRACT

This qualitative study aims to describe the possible relationship between L2 productive vocabulary acquisition and self-regulation associated with vocabulary learning in a group of six second-year students during the two years of emergency online learning in the context of the COVID-19 pandemic. Within the Sociocultural approach, the current research presents a longitudinal case study that evaluated productive vocabulary gains by analysing pre-test and post-test results. Self-regulation was assessed by applying a translated questionnaire. The information from this instrument was complemented using semi-structured interviews and written answers to open questions aligned with the self-regulation model used. Findings revealed that the pandemic context affected all the areas evaluated in this research since the data gathered showed an overall lack of self-regulation in most of the participants. The exploration of the individual subcategories of self-regulation showed that the areas of *Emotion Control*, *Satiation Control* and *Environmental Control* were the lowest types of control while *Commitment Control* and *Metacognitive Control* were the highest ones. Additionally, very low vocabulary growth was found. It was concluded that the implications of the pandemic in both variables were mostly negative. However, further research should be done in order to focus on other areas of L2 knowledge and study more participants.

Keywords: *Vocabulary Acquisition, Self-Regulation, COVID-19, Productive vocabulary, Sociocultural Theory.*

1. INTRODUCTION

Vocabulary acquisition is a wide research topic in the English as a Foreign Language (EFL) field. As a matter of fact, various authors, such as Wilkins (1972, as cited in Schmitt, 2010) and Nation (2013), have described the importance of vocabulary in producing and comprehending language. Among the different research areas explored by these different authors, Read (2000) states that productive vocabulary knowledge involves more sophisticated skills than receptive vocabulary knowledge, where the former refers to speaking and writing and the latter to listening and reading. It has also been found that productive skills are harder to develop, and they usually appear after the development of receptive skills (González-Fernandez & Schmitt, 2017).

Furthermore, acquiring vocabulary in a second language (L2) has always been linked to a learning context (Pelikan et al. 2021) in which the classroom plays a fundamental role. Nonetheless, since the beginning of 2020, we have been going through a health emergency that changed the way we experience learning due to the now well-known COVID-19 virus.

To this date, this virus has had multiple variants (Mahase 2021), so the corresponding sanitary measures still exist to maintain the safety and health of the community. One of the first health measures to prevent the spread of the virus corresponds to the establishment of quarantines, for which educational institutions -such as universities-had to adopt an emergency online learning to teach their courses. As this is a recently developed learning context, it presents a new interesting situation when it comes to Second Language Learning (SLA) and more specifically, vocabulary acquisition.

Another aspect linked to the learning process is the concept of self-regulation. Oxford (2017) mentioned that self-regulated learning involves action, setting strategies within the process, and setting a goal to achieve. In this regard, Tseng et al. (2006) state that the self-regulating capacity involves the students' effort to look for, try and adapt different mechanisms in order to make their learning process easier. In this respect, Tseng et al. (2006) proposed five facets regarding the action control of students, which are: *Commitment Control*, *Metacognitive Control*, *Satiation Control*, *Emotion Control* and *Environmental Control*. These facets help to evaluate the self-regulating capacity of second language learners.

The influence of the pandemic in the academic performance of the students as in their self-regulation capacities is still not completely understood. This is why it is highly interesting to investigate the effects of this type of context due to the pandemic regarding the vocabulary that has been acquired by EFL students, and how they have self-regulated themselves to control the learning of their vocabulary. In this sense, the current qualitative study aims to describe the relationship between the three variables presented, vocabulary acquisition, self-regulation, and the COVID-19 pandemic.

When it comes to learning a second language, different theories have been proposed through the years. One of them was firstly presented by Vygotsky (1978). In this particular theory, the individual is presented as someone who is in charge of his/her knowledge but what is essential to the process is the social interaction. The principal terms put forward in this theory were the Zone of Proximal Development (ZPD) and mediation. The first one is described as the point of learning that the student could achieve with the help of a person who is more competent in the target language; the second one refers to how this more

competent speaker guides the learner to move along his/her ZPD to reach his/her goal. The current study is framed within this theory in order to maintain the importance given to the context of learning and the autonomy of the student.

Therefore, the present study will attempt to investigate and describe the effects of this new learning/teaching modality and the participants' perceptions regarding this phenomenon. As it is a new context, students have experienced many challenges and difficulties that might be caused by different factors. The main challenge to be discussed in the current research is the effective implementation of vocabulary acquisition mechanisms that derive from their own capacity for self-regulation. This will become the main focus of our study, where the ability to be autonomous plays an important role regarding this new modality. To us, it is of utmost importance to shed light on this area.

To achieve our goals and demonstrate the importance of the learning environment as well as its relationship with other key aspects related to self-regulated learning, our study was carried out by observing the different self-regulating mechanisms used by a small group of EFL university students as well as their perceptions regarding their learning process. For this purpose, a qualitative study was conducted using a questionnaire, a survey with open questions and a semi-conducted interview. The data was gathered from 6 English Literature and Linguistics students from the University of Chile B.A. program that had been in this remote modality for two years now.

Results indicated that students are below what is considered to be effective self-regulated learning. An evaluation of the different types of data collected (the self-regulating capacity questionnaire, the open questions, and the semi-structured interview) showed that the pandemic had an impact on these students' learning experience, their self-regulatory

capacity, and also, regarding the vocabulary they acquired. Participants gave importance to factors such as pressure, socialising and having an adequate setting when studying.

This study is structured as follows: first, the theoretical framework that supports this study is discussed. Next, the methodology section is presented to give an account of the data collection process and its corresponding analysis. Next, results will be described and discussed. And finally, we will explain the limitations of this research, to then conclude with suggestions for future research on vocabulary acquisition regarding this emergency online modality of learning.

2. THEORETICAL FRAMEWORK

2.1. Vocabulary in SLA

2.1.1. Definition and characteristics

Vocabulary has been defined as all the words that exist in a particular language. In fact, Hatch and Brown (1995) defined the concept very similarly by saying that "vocabulary is defined as the list or set of words that individual speakers of a language might use" (p. 1). Schmitt (2000) proposed that the first insight to vocabulary is the *lexical unit* or *lexical item* as the word families that are related in terms of derivations. These definitions presented are essential, but very basic in comparison to the complexity associated with vocabulary learning.

Vocabulary is also characterised as "a complex construct with different aspects and characteristics that require various approaches and techniques to be acquired" (González-Fernández & Schmitt, 2017, p. 292) These authors highlight that this phenomenon has a multidimensional nature, whose main characteristics are presented in dichotomous pairs: breadth and depth; high/ low frequency, as well as the productive and receptive skills that are needed to gain proficiency in the target language (González-Fernández & Schmitt, 2017). González-Fernández and Schmitt (2017) also refer to the influence of corpus research corroborating that not only individual words constitute vocabulary, but also large amounts of formulaic language (Biber, Johansson, Leech, Conrad, & Finegan, 1999, as cited in González-Fernández and Schmitt, 2017; Sinclair, 1991, as cited in González-Fernández and Schmitt, 2017).

Additionally, vocabulary is stored in a mental lexicon (González-Fernández & Schmitt, 2017). The mental lexicon is a semantic network between lexical items and words, with established connections in which word families are one type of connection among words (González-Fernández & Schmitt, 2017). Gregori and Clavel (2015) define lexical items as ordinary words, and they are what constitute language; they are referred to as content words since they contribute to the meaning of the sentence in which they are immersed (Schmitt, 2000). Words, on the other hand, include function words, such as conjunctions, auxiliaries, prepositions, etc. The addition of words to this system occurs by the exposure of the learner to different lexical items in different contexts (Schmitt, 2000).

Word knowledge is dynamic and changes over time. The reorganisation of new items and new components of a word develops the vocabulary proficiency in L2 learners, this development occurs in terms of breadth of knowledge and depth of knowledge, respectively (González-Fernández & Schmitt, 2017). The former concept refers to the number of words known by a person, and the latter refers to the quality of the knowledge of a word according to its components (González-Fernández & Schmitt, 2017), for instance, the depth of knowledge regarding the word *fly* implies knowing the meaning of the word as a noun, but also as a verb when used in other contexts. According to Nation (2013), this semantic network is present in every process where a learner accesses his or her storage to understand or produce a word in order to convey meaning (Nation, 2013, p. 63).

As we had already mentioned in the previous paragraph, breadth and depth are very important concepts that feature the vocabulary acquisition process since they refer to the number of words someone knows and how well those words are known. These concepts are also important as the acquisition of aspects of a word are important for learners so they can

make a better and more fluent use of words according to the context (González-Fernández
& Schmitt, 2017).

2.1.2. Vocabulary Acquisition

Vocabulary is one of the most important aspects when it comes to second language
acquisition (SLA). This is acknowledged by multiple authors, such as Wilkins (1972, as
cited in Schmitt, 2010) and Nation (2013) as they remark that human communication
cannot occur without vocabulary acquisition, adding that failure to produce or understand
the target language is caused by a lack of vocabulary knowledge. In this regard, the
acquisition of vocabulary in the learning process of any language is crucial to have a better
understanding of the target language and to be able to communicate in a better way.
González-Fernández & Schmitt (2017) provide a practical definition of vocabulary
acquisition as:

> All the processes involved in learning lexical items (i.e., single words and
> formulaic language) in sufficient depth to be able to use them both productively
> and receptively, by means of multiple incidental and intentional encounters with
> these items in varied contexts (p. 280).

Vocabulary acquisition in the context of teaching methods has had a restricted
historical background. Regarding this, González-Fernández & Schmitt (2017) write about
how vocabulary has been put constantly in the background or it has been disregarded, such
as with the Grammar Translation Method (GTM) Audio-lingual Method, the
Communicative Language Teaching Method. On the other hand, vocabulary was
considered a central point in methods, such as the Vocabulary Control Movement (VCM)

and in contemporary studies of the vocabulary acquisition process (West, 1953; Zimmerman, 1997, as cited in González-Fernández & Schmitt, 2017).

In recent years, there has been an emphasis on the importance of the role of vocabulary learning in educational language practices (Nation, 2014; Meara 1980; Milton, 2013, Schmitt 2008). Researchers such as Paul Nation (1990) "draw attention to the need of studying the processes of vocabulary acquisition" (González-Fernández & Schmitt, 2017, p. 281) and propose a systematic approach to vocabulary itself and its learning process. The periods in which new research places vocabulary acquisition as the central feature of SLA are referred to as the *Reemergence of Vocabulary* and *The New Millenium* periods (González-Fernández & Schmitt, 2017), where Nation also brought back previous ideas of the VCM with his book of Teaching and Learning Vocabulary in 1990. Also, it is thanks to this reassessment regarding the importance of vocabulary learning in the acquisition of a second language that we can find multiple characteristics that will help us to better understand what this process entails. Those characteristics will be presented and discussed as follows

2.1.2.1. Receptive and Productive Vocabulary Knowledge

Receptive and productive vocabulary knowledge are two types of knowledge that are linked to the four linguistic abilities: reading, listening, speaking, and writing. All of these linguistic abilities are key predictors for general language proficiency (Alderson, 2007; Laufer & Goldstein, 2004, as cited in González-Fernández & Schmitt, 2017).

Receptive knowledge corresponds to word recognition and understanding while reading and listening, in other words, the learner is able to recall meaning from the context

and relate it to a particular form. This also indicates that the recognition of these forms constitutes receptive knowledge regarding word families (Hirsh, 2015). Thus, recalling meaning from context means that a learner needs to remember a word that is necessarily found with other words that contribute to its meaning, be it grammatical or semantic, such as collocations and semantic fields (Nation, 2013). Therefore, remembering this set of words is useful to infer its meaning and store it in the learners' memory. As claimed by González-Fernández and Schmitt (2017), the recognition of a word in a text (written or spoken) is related to the number of times the word is recognised by the learner.

Productive vocabulary knowledge refers to the use of words in meaningful contexts like speaking and writing. González-Fernández and Schmitt's (2017) describe in their study that learners indeed acquire skills, such as reading and listening before speaking and writing. Moreover, to Read (2000), productive knowledge skills are more sophisticated and harder to acquire than the ones which correspond to receptive knowledge since productive knowledge embodies a deeper understanding of the components of words. For instance, productive knowledge involves being able to correctly produce a word in its written or spoken form with its respective collocations rather than just recognising it.

Nation (2013) introduces an important concept, which is the components approach. It is one way of describing vocabulary knowledge by listing the many components of what it means to properly understand a word, such as form, meaning, grammatical features, and use limitations (González-Fernández, & Schmitt, 2017). As stated by Nation (2013), knowing a word can be understood in terms of form, meaning and use. Nation's framework of dimensions lists what components are involved in receptive and productive knowledge. For instance, in terms of receptive knowledge and use, an example is being able to

recognise a written form of a word and its correct grammatical use; while in terms of productive knowledge and use, an example is being able to use a word in different contexts with the correct spelling.

According to González-Fernández and Schmitt (2017), Nation's (2013) characterisation of the knowledge of a word is the most complete and in-depth description. However, this exhaustive framework does not clarify the interconnection between those components, making the research of those connections arduous. In this regard, much research has been conducted analysing only one component (Laufer & Goldstein, 2004; Milton & Hopkins, 2006; Peters, 2016 as cited in González-Fernández & Schmitt, 2019) and; even though studies are highly enlightening in their respective area of knowledge, they do not provide enough information to have a better understanding of vocabulary as a whole and more complex construct (González-Fernández & Schmitt, 2019).

2.1.2.2. Breadth and Depth

González-Fernández and Schmitt (2017) characterised breadth and depth in the following way: breadth refers to a surface-level knowledge related to how many words a person has some knowledge of; while depth refers to a wider understanding of words and their components, such as their phonology, morphology, orthography, semantics, grammatical functions, among others (González-Fernández & Schmitt, 2017). Since depth of knowledge demands deeper expertise concerning each component of a word, it takes more time to be acquired than breadth of knowledge (González-Fernández and Schmitt, 2017).

González-Fernandez and Schmitt (2017) have claimed that the growth of both types of vocabulary knowledge, breadth and depth, is not always parallel. It is generally agreed that it is more likely that vocabulary size knowledge grows faster and is learnt earlier (González-Fernández & Schmitt, 2017). However, Qian (1999, as cited in Nation, 2013) provided scientific evidence that as breadth of vocabulary increases, depth of vocabulary also does. Qian's (1999, as cited in Nation, 2013) study suggests that with constant contact with the language the knowledge of words increases. Besides, this contact allows the improvement of the already acquired vocabulary and strengthens it.

2.1.2.3. Word Frequency

Hirsh (2015) mentions that word frequency is a technique that lists words regarding their occurrence within a corpus in a specific language. It is divided into two categories: high-frequency words, which are the most used, and as this author also mentions, they are critical for communication and low-frequency words, which are not very common in communication. Nation (2006) further explains that high-frequency and low-frequency words refer to how commonly some groups of words are presented in different samples of spoken or written language. If a word is not commonly used, then it is considered to be a low-frequency word. On the other hand, a word will be considered a high-frequency one if it is repeated several times on a sample.

Regarding academic areas, Hirsh (2015) mentions that in these corpora it is most likely to find low-frequency words. It is because of this, that other word lists have been produced as well. One of these is The Academic Word List, compiled by Coxhead (2000). This list is important for learners intending to pursue academic studies in English at secondary and post-secondary levels. It consists of 570-word families that do not appear in

the most frequent 2,000 words of English but which occur quite frequently over a wide range of academic texts. These 570 words are grouped into sub-lists that reflect word frequency and range.

2.1.2.4. Word Families

The educational field sets benchmarks on how many words students need to learn in order to gain language proficiency. The achievement of such proficiency can be described by establishing word families as well as promoting their learning in an educational environment (González-Fernández & Schmitt, 2017). According to Bauer and Nation (1993), "a word family consists of a base word and all its derived and inflected forms that can be understood by a learner without having to learn each form separately" (p. 253).

Regarding word families, it consists of a word as base and its inflections and derivations, that is to say, its closely related forms (Schmitt, 2000; Nation, 2013). This indicates that affixes and suffixes (or derivational morphemes) will also be a fundamental part of the process of setting up and remembering the different word classes. This is why Nation (2001) claims that the more proficient a learner becomes, the bigger the word family knowledge he/she will have. In other words, the size of a word family will be entirely based on the learner proficiency levels. This relationship will be further explained in the following section.

2.1.2.5. Vocabulary Size

Language learners are estimated to need to know about 2,000 of the most common word families to communicate effectively in basic conversational interactions, according to Schmitt (2000). This also applies to preparing to carry out academic work (Schmitt, 2000,

p. 142). This is highly relevant to mention regarding ESL learners since according to Nation (2006) the 95 percent of spoken English is covered by the highest-frequency 3,000-word families, which implies that with high proficiency and exposure to vocabulary, a language learner can learn or acquire a wide range of different lexical items.

To conclude, it is acknowledged that the most common 3,000-word families are the smallest range that second language learners need to acquire for basic language usage, but a considerably wider understanding of the 8,000-9,000 most frequent families is sufficient for them to undertake more complex vocabulary training activities (Nation, 2006). Later on, it was estimated that L2 learners needed to know an approximate of 3,000-word families to be able to read an average text, while other authors suggest ranges from 3,000 to 5,000 and up to 10,000 (Laufer, 1992; Hazenberg & Hulstijin, 1996; Nation & Waring, 1997, as cited in Schmitt, 2000). Research seems to indicate that the necessary number of words that must be known to achieve a high proficiency level in a second language has been rapidly rising.

2.2.   Vocabulary Learning

2.2.1. Intentional and Incidental Learning

There are several ways to acquire vocabulary (Gonzalez-Fernandez & Schmitt, 2017). González-Fernández and Schmitt (2017) mentioned that multiple exposures to a word in intentional and incidental learning are needed. Having exposure to words implies a certain number of encounters with words in different contexts, in which the learner will retain a new word, some of these views are the following ones, for instance: 8–10 exposures from reading seem sufficient for learners to be able to answer form–meaning multiple-choice vocabulary items correctly in subsequent tests (Schmitt, 2008), in this

regard, the encounters enough for acquiring the meaning of a target word are three but this acquiring is effective if the reading it is interesting and motivates the student (Reynolds, Wu, Liu, Kuo, & Yen, 2015, as cited in González-Fernández and Schmitt, 2017). Another researcher found that one encounter with a word can increase the vocabulary size because this encounter brings information about the form-meaning link (Webb, 2007). So having these encounters helps to achieve better comprehension of the target language, which will also promote an active engagement (Laufer & Ravenhorst-Kalovski, 2010 as cited in Gonzalez-Fernandez & Schmitt, 2017; Nation, 2006). Finally, Pellicer Sánchez and Schmitt (2010) found that after 10 or more encounters with a word occurred in word form recognition, a substantial gain can occur in word form recognition. It is worth mentioning that it can be supposed this vocabulary is not used outside the classroom, which explains the low vocabulary acquisition as in everyday situations the exposition is low.

The vocabulary learning process can occur in two ways: intentionally and incidentally. Intentional learning is defined by Hulstijn (2005) as "the deliberate attempt to learn new words" (as cited in Gonzalez-Fernandez & Schmitt, 2017, p. 289). In other words, it deals with the willingness of the student to learn new vocabulary. It is also known as direct vocabulary learning (Hirsh, 2015), where it involves mostly motivational skills and learning strategies since the learner must maintain his/her attention to the learning process. It implies learning vocabulary through the exposure and use of a language by instructed tasks, such as "word flashcards, multiple-choice activities, word matching and fill-in-the-blank exercises" (González-Fernández & Schmitt, 2017, p. 289).

Additionally, intentional learning research has been largely related to other lines of inquiry, such as motivation and involvement (Hirsh, 2015). Recent research has indicated

that the amount of motivation influences the effectiveness of word retention, which is also highly related to the involvement of the learner according to the given tasks and the strategies that were used (Laufer & Hulstijn, 2001 as cited in Hirsh, 2015). Thus, the use of a personalised learning strategy promotes the acquisition of vocabulary as the involvement of the learner in a said task.

Conversely, incidental learning refers to the acquisition of lexical items as the by-product of another activity. Ellis defines incidental vocabulary learning as "learning without intending to learn" (1994a, as cited in Gass, 1999, p. 321), and it refers to a process in which the learner acquires words without making a conscious effort, and it can happen by doing several language-related activities where learning is not the main focus (Ellis, 1994; Hulstijn, 2001; Ender 2016, as cited in González-Fernández & Schmitt, 2017), such as reading, watching TV or listening to music.

Incidental learning is considered a slower and irregular way of learning since the percentages show that this method is slower and does not present the same efficiency (González-Fernández & Schmitt, 2017) because, in order to achieve better learning, pedagogical tools or strategies are needed in order to allow a development in the learning process of the student, and this is not possible with an incidental learning method. Incidental learning research has demonstrated that this method is indeed slower than intentional learning (González-Fernández & Schmitt, 2017; Nation, 2013). The major issue regarding this difference is that the learning process needs a certain quantity of exposure to achieve a goal, which is learning from context. Some researchers have suggested that 8 – 10 exposures to the word while reading are necessary to recall meaning (Schmitt, 2008). These studies show the importance of frequency in learnability. Other studies also show

how this learnability changes according to the category of words and the subject area where they occur (Hirsh, 2015).

Hulstijn (1992, as cited in Nation, 2013) provided a comparison between both learning processes and their use to recall meaning from the context in specific conditions. The results showed better vocabulary acquisition in the intentional approach. Laufer and Rozovski-Roitblat (2011, as cited in González-Fernández & Schmitt, 2017) found that intentional activities were more effective than incidental tasks for vocabulary learning regarding recognition of meaning and form. Moreover, such activities lead to long-term retention, which implies remembering what has been learnt for a prolonged time period. Nevertheless, Nation (2013) has argued that both ways of learning are helpful and necessary to achieve proficiency in the learner's target language. Some authors agreed that the use of intentional vocabulary learning activities will increase the knowledge of the student in many aspects, such as depth knowledge (Joyce, 2015; Laufer & Nation, 2011, as cited in González-Fernández & Schmitt, 2017). Then, they acknowledge that incidental vocabulary learning will consolidate the knowledge acquired and will allow students to learn other features of vocabulary from exposure in context instead of instruction (González-Fernández & Schmitt, 2017).

2.2.2. *Learning Strategies*

Tseng et al. (2006) made a claim concerning learning strategies, where within this area there is still disagreement in determining criteria for language learning strategies since there is not a visible line to separate the different strategies, such as learning strategies, and vocabulary learning strategies. Also, it is important to mention that strategies are also known as 'self-regulatory mechanisms'. Regarding this, Tseng et al. (2006) also state that

learning strategies have fuzzy aspects, which causes inefficiency in its measurement. Nevertheless, they explore other authors' perceptions regarding this area:

Weinstein and Mayer (1986) define strategies as the behaviours and thoughts that a student engages in during learning that are intended to influence the learner's encoding process'. Recently, Weinstein et al. (2000) have redefined learning strategies as "any thoughts, behaviours, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills" (p. 315 and 727, as cited in Tseng et al, 2006, p. 80).

Concerning this, there have been some researchers who have approached Language Learning Strategies (LLS) from their own perspectives, explaining what concerns this particular area. Oxford (1990) mentions that "language learning strategies are methods that students employ to 'enhance their own learning', while strategies are pivotal for language learning as they are a device for active, self-responsible learning" (as cited in Goundar, 2019, p. 179). In the same direction, Tseng et al. (2006) mention: "learners engage in strategic learning if they exert purposeful effort to select, and then pursue, learning procedures that they believe will increase their individual learning effectiveness" (p. 81). In other words, learners will use learning strategies -and will keep using them- as a resource if they see that they are effective and beneficial for their learning process. The authors then, are focused on the willingness of the learner because they are responsible for their learning which means they are conscious of their learning process; thus, actively selecting approaches that they believe suit them the most to improve.

Therefore, students exert their agency by using learning strategies since they decide what is useful or not in terms of learning improvement (Tseng et al., 2006). Regarding this,

Cohen (1998) emphasises the importance of 'choice' within learning strategies since it is a crucial aspect in the use of different approaches to language learning, where the learner demonstrates his/her willingness to do something (as cited in Tseng et al., 2006).

In this context, there is a form of classifying learning strategies in relation to the skill area that they involve (Cohen, 1990; Paige et al., 2006, as cited in Cohen & Henry, 2020). The main skills within language learning are receptive skills (listening and reading) and productive ones (speaking and writing). Also, Cohen & Henry (2020) mention that these fundamental abilities encompass the aspects of vocabulary and grammar learning. Nevertheless, a problem regarding this area is that language learning strategies are sometimes labelled in ambiguous categories, such as 'use a dictionary', which produces limitations in terms of defining the phenomenon. Furthermore, the actual practice of the learners reveals continuity within their process since single categories are not implemented at the time when the strategies are in use; instead, the learner focuses on his/her abilities (Cohen & Henry, 2020).

To Cohen & Henry (2020), the vocabulary learning field is related to the learning styles of the individual and his/her strategies to improve their performance in learning, where the aspects of language learning strategies and language use strategies are linked. Language learning strategies focus on the consciousness of the learner because it involves the conscious and semi-conscious thoughts and behaviours that students use to accomplish their goals; in this case, the improvement of acquiring a language and its knowledge, as well as increasing the understanding of that language.

2.2.2.1. Learning Strategies in Vocabulary Acquisition

Ghalebi et al. (2020) highlight that it is necessary to learn strategies to develop vocabulary as self-sufficient learners. The researchers' interest in this field has been growing throughout the years. The 1970s and 1980s were the decades where Communicative Language Teaching (CLT) increased its popularity before it was assumed that learners simply acquired vocabulary incidentally, due to exposure, and not through explicit instruction (Hazenberg & Hulstijn, 1996 as cited in Ghalebi et al., 2020).

Nevertheless, Schmitt (1997) pointed out that "research in this field has focused on identifying the general types of strategies that are linked to successful learning as well as with implementing these strategies to more specific language learning areas, such as the development of L2 vocabulary" (as cited in Ghalebi et al., 2020). In simple terms, on the one hand, researchers have been studying the effectiveness of the strategies in certain learning areas, while, on the other, Schmitt (1997) emphasises the idea of exploring how vocabulary acquisition can grow efficiently in learners through several approaches.

Within the learning strategies area, we can find layers that are interrelated and can be interpreted as following a hierarchical order. For instance, language learning strategies, which also contain vocabulary learning strategies themselves (Nation & Hunston, 2018). Regarding the process of acquiring vocabulary, in Goundar's (2019) words "a vocabulary learning strategy is considered as a tool that learners use to acquire vocabulary. Learners may employ different learning strategies that they assume to be an effective way of acquiring vocabulary" (p. 177). The author explains the relevance of vocabulary learning strategies in the individual's learning process. These are guides that students put to the test

to prove their effectiveness in their specific learning situations. At the same time, these strategies help them to develop and improve their vocabulary acquisition.

Goundar (2019) highlights the importance of vocabulary learning strategies since they are mechanisms that help students learn new lexical items in different contexts, according to their effectiveness. Also, vocabulary learning strategies help students to take control over their learning in all stages of vocabulary acquisition, where they select the most suitable strategy for them that can improve their learning process without assistance (Nation & Hunston, 2018).

Moreover, several strategies are useful for learners in order to acquire vocabulary. These strategies vary depending on what the student particularly selects, the use of the chosen approach and its effectiveness, which are also affected by other elements, such as the context, the learner himself/herself, and the task that it is going to be done (Gu 2003a, as cited in Nation & Hunston, 2018).

Nation and Hunston (2018) argue that students can use different strategies, thus, they can contrast the results of both strategies in a specific context in order to prove the effectiveness of one strategy in the learning process. This idea focuses on the students' process, where they select some strategies that may be useful considering their necessities. Those strategies are tested to check which one will be better for each student to achieve his/her goal in a situated context. Once the results are obtained, the students themselves measure the preferred strategy effectiveness and compare how well the strategies work in each case.

Nation & Hunston (2018) claim that most of these strategies can be used in different stages of the vocabulary acquisition process. Also, the authors add, that these strategies are effective with several types of vocabulary that students want to learn, where the learners can be independent (choosing the strategies they want to test) and responsible for their learning.

2.2.3. *The role of Memory*

Researchers have found a wide range of factors influencing the vocabulary acquisition process. Schmitt (2008) claims that factors such as frequency of exposure, intention to learn and amount of time spent on engaging with the lexical item facilitate vocabulary learning. To Nation (2013), memory is an important component in the learning process. He also explains that three mechanisms are needed to remember information regarding a word (meaning, grammar, collocations, phonological aspects, etc.). Those mechanisms are *noticing*, *retrieval* and *creative use*. These mechanisms may also be associated with the failure of learners to acquire vocabulary. If the interaction is not given, there is no knowledge of what is not known, also called noticing. In this sense, the use of new words are not needed, and the exercise of creating new words is not accomplished.

Noticing, according to Nation (2013) refers to the importance of acknowledging the word. This activity strengthens the learning process allowing the learner to recognise the value of a lexical item. This cognitive process can occur by several exposures in a text; so, the learner needs to infer its meaning or by the premeditated study of a word and looking into the dictionary (Nation, 2013). Newton (2013, as cited by Nation, 2013) provides meaningful data on the negotiation of meaning -as a type of decontextualisation- and its incidence on vocabulary acquisition. The study showed that negotiated lexical items are

more likely to be learned than non-negotiated words. However, the author found that the percentage of negotiation in the learning process is 17% which is rather low. In this regard, even though this type of negotiation seems to be valuable, it needs to be used alongside other strategies to increase the total percentage of vocabulary learning.

Secondly, *retrieval* is the process of remembering a word. This implies that every time a word is retrieved, its memory is strengthened (Nation, 2013). As stated by Nation (2013), retrieval can be either receptive or productive. The former involves the perception of a word and the retrieval of its meaning when the learner reads it or listens to it. The latter involves the retrieval of the word form - phonological or written - of meaning that the learner wants to convey. The author claims that in the process of retrieval and in the process of repetition there is a reminiscence of previous encounters with the word, but also there is a retrieval of the current encounter, which enlightens the factor due to the repetition of exposures. Brown et al. (2008) investigated how vocabulary is acquired in three different settings and if it is retained after three months. In Brown's study, sets of words with their respective frequency within the administered texts were tested to verify the learning process of those words and compared the three settings. The results exhibited that a major percentage of the vocabulary was learnt incidentally in the three settings; however, after three months one out of twenty-eight words were preserved (Brown et al., 2008).

Indeed, it suggests that a considerable amount of vocabulary knowledge was gained from the exposure but was not assessed. Such knowledge might include the noticing of lexical phrases, collocational, new nuances of meanings, improved lexical access speed, and so on. It is probably here that the true benefit of reading and listening extensively occurs.

Finally, *creative use* refers to the use of words previously encountered by the learner but in different contexts. As Nation (2013) noted "the new meeting with the word forces learners to reconceptualise their knowledge of that word " (p. 110); i.e, the learner is encouraged to rethink the meaning of the word and to use it constructively. Wittrock (1974, 1991, as cited in Nation, 2013) reported that *creative use* can be receptive or productive. Receptive creative use refers to the encounter of a word in reading or listening used in new circumstances, while productive creative use refers to employing differently a word in new contexts of speaking as of writing.

2.2.4. *Environment*

According to Collentine (2004, as cited by Dong et al., 2018), the factors related to the environment are highly important in the process of acquiring an L2. Previous studies have found evidence regarding the advantages of contexts, such as studying abroad. Many researchers have found several benefits by studying abroad as obtaining higher level of proficiency (Davidson, and Ginsberg, 1995 as cited in Collentine & Freed, 2004), increasing major fluency (Freed, 1995 as cited in Collentine & Freed, 2004), enhancing communicative skills (Lafford, 1995 as cited in Collentine & Freed, 2004), among others. However, Collentine & Freed (2004) assure that the study abroad context is not superior to the classroom contexts (at home) in some aspects, even though it has intrinsic advantages. The authors mention that in the classroom instruction, there are benefits that students can perceive, such as linguistic development in morphosyntactic abilities and lexico-grammatical growth.

Collentine and Freed (2004) state that there is a gain primarily in oral proficiency and fluency as in sociolinguistic skills in Study Abroad contexts. Nevertheless, as not every

student has the opportunity to travel to other countries, it has been found that it is necessary to focus on activities that integrate the target language's culture and context as study-abroad activities in order to increase the motivation and interaction in learners (Hernández, 2010).

Another concept related to this topic is *'immersion'*. It refers to the insertion of the student in a context in which there is only interaction with the target language or L2, where the people around are sympathetic speakers (Collentine & Freed, 2004). Collentine and Freed (2004) define 'immersion' as a non-totally natural interaction (because it does not always interact with native speakers) of an L2 in communicative and learning contexts. This is done in college immersion programs or language camps, for instance, where the learning process is achieved incidentally since the focus of the study is on the content and not language (Dong et al., 2018).

Dong et al. (2018) also discuss the effects of the learning environment on measuring reading comprehension and receptive vocabulary size. The results showed better outcomes in vocabulary size and reading comprehension in students learning the target language using this language rather than mixing the L1 and the L2 where the target language was taught using the definitions in the target language and a brief explanation or translation in their mother tongue followed. The findings also revealed that the environment where the L2 was predominantly spoken had the highest indicators in vocabulary size. Moreover, the second results determined the immersive education as better and stronger than the depth of processing hypothesis in L2 vocabulary size and reading comprehension (Dong et al., 2018).

Tseng et al. (2019) also investigated learning environments in SLA. Such research acknowledges the influence of three-dimensional (3D) virtual environments in vocabulary acquisition. The authors claimed that virtual environments (VRs) provide useful instruments to reinforce vocabulary acquisition, such as programs and visual input since they can be used as a simulation of real-life -email or video games-. The study aimed to explore the degree to which the 3D environment could promote vocabulary acquisition, autonomy, and mediation. The results provided evidence that VRs as 3D environments generate better results on vocabulary acquisition than the traditional paradigms and programs, specifically for young learners. Moreover, it was found that this method is equally effective in terms of vocabulary acquisition as the traditional methods since there is a balance between the autonomy of the learner in VRs and the support of the teacher. Finally, Tseng et al. (2019) suggest the implementation of VRs as a method to acquire vocabulary and to promote learners' autonomy. In the current study, the context of the students is quite different from the presented above to have them as a point of reference. This encourages the research in this pandemic context since this new modality reveals new challenges for students.

2.3. Sociocultural Theory

During the 19th century, the first expressions of behaviourism appeared. Later on, during the first half of the 20th century, an expansion of an introspective psychology and behaviourism model became intertwined (Kind, 2018). Nevertheless, adherents of the behaviourist movement criticised introspective psychology since they argued that "psychology is best understood not as a science of mind but as a science of behaviour" (Kind, 2018, p. 53). This motivated some psychologists to further investigate their own

field aiming to understand what is known as the higher mental functions, leading to the birth of what is known as sociocultural theory, as Kind (2018) and Lantolf and Thorne (2006) maintain.

This theory proposes self-regulation as an outcome of the mediated learning process, focusing on the interaction between individuals and their autonomy. Regarding sociocultural theory, the Russian psychologist Lev Vygotsky states that self-regulatory abilities, which are considered within the higher (or complex) mental functions, found their origins in social interactions and therefore, are taught within the social context, while lower mental functions are the ones that are not developed in relation to our environment or context since they are inherent and involuntary thus non mediated (Vygotsky, 1978). In other words, Vygotsky's theory articulates both psychological and sociocultural processes, i.e., learning is both an individual and a social matter as well.

To Lantolf and Thorne (2006), higher mental functions consist of strategies such as planning, meaning-making, voluntary memory, problem-solving, rational thought, and attention; with all of them finding the point of convergence on a societal level. For this reason, Lantolf (2001) intertwines social occurrences with cognitive processes by saying that sociocultural theory acknowledges the crucial role of social interactions that are culturally constructed by organising human thinking. This point of view is later expanded by Lantolf and Thorne (2006), who offer a framework of this phenomenon without isolating the cognitive process from its social setting or environment to study it in depth. Nevertheless, according to Vygotsky's theory, it is understood that the greater the social interaction, the greater the knowledge, which implies the use of more robust cognitive functions. The key element of this contrast between higher and lower mental functions is

that a person does not only interact with its surroundings directly but also with other people.

To summarise, this theory posits that the learner must interact in a given context, being aided by mediation or knowledge tools to understand the knowledge that is being acquired, which in our case will be vocabulary. To put it another way, we can agree with the following acknowledgement: language evolves into a personal psychological skill and, as a result, as a tool for thinking and controlling our own behaviour. This will be explained in more detail in the next section.

2.3.1. *Self-regulation from a sociocultural perspective*

The concept of self-regulation plays an important role in sociocultural theory (SCT). Self-regulated learning (SRL) refers to the learning process that occurs when individuals are "metacognitively, motivationally, and behaviourally active participants in their own learning process" (Zimmerman, 1994, p. 3). This means that self-regulation is seen as an outcome in the learners' development regarding conscious awareness and control over their own mental processes. According to Diaz et al. (1990), the development of this cognitive trait can be altered by the learning environment and the socialisation process of the learner, which can be considered as a highly important stimulus regarding the vocabulary learning path.

The relationship between several manifestations of cognitive self-regulation and academic excellence achievement is documented in middle students, high school students and University level students in two studies that were cross replicated. Zimmerman (2002) compared groups of each educational level and their academically successful students with their classmates. The findings revealed that self-regulation plays a fundamental part of the

academic performance of the learners, regardless if they are gifted students or regular students.

2.3.1.1. Mediation

A learner becomes capable of solving a task in a problem-solving situation by initiating a mediation process with the use of psychological instruments. This process can be done to respond and relate to a situated social context or environment. In other words, mediation is explained as a distinctive feature of human consciousness that supports the use of tools (Lantolf & Thorne, 2006). This is why Vygotsky (1978) notes that social interaction is the origin and engine of learning. He adds that "like tool systems, sign systems (language, writing, number systems) are created by societies over the course of human history and change with the form of society and the level of its cultural development" (Vygotsky, 1978, p. 7).

All of this leads to the idea that regulation is one way of establishing a mediation process. This regulation begins -for example- when language learners take words that are being used by other members of their community or context and store them up in their memory (Lantolf & Thorne, 2006). As the individuals use this new repertoire of words, they regulate their personal linguistic activities. This, to Lantolf and Thorne (2006), is just one of the three major stages of the self-regulation process, which we will explain briefly in the following paragraph.

Lantolf and Thorne (2006) also acknowledge that when the subject is controlled by any object of the environment it corresponds to the first stage of the mediation process, which is the *object-regulation*. The authors gave the example of a child who fails to

complete his/her parents' request about fetching a toy since he or she is distracted by other objects, which are more proximate and visually attractive. The second stage corresponds to *other-regulation*; in which a mediation process is done explicitly and implicitly as well. Following the mentioned example, the realisation of this second stage would imply the child being assisted by the parents by telling them where the toy they are asking for is placed. Finally, the third stage of the self-regulation process noted by Lantolf and Thorne (2006) is *self-regulation* itself.

This final phase involves the ability or skill to carry out activities without the need for assistance or in the case of needing it, it will be reduced to the minimum. The example of the child and the toys can be extrapolated focusing on second language learning. For instance: the *object-regulation* stage would imply a second language learner who is in a formal teaching environment but fails at her/his learning process because s/he gets easily distracted by his/her classmates or surrounding objects. Then, the *other-regulation* stage would imply that the learner is assisted by his/her trained teacher (since the environment is of formal learning) who uses instructional scaffolding to help develop the learner's second language. Finally, *self-regulation* as the final stage happens when the learner can carry out language-related activities (regarding the four linguistic abilities) on his/her own, without the need of the teacher's assistance.

It is in this third stage that the learner's agency, as well as his or her autonomy, play an important role, as is going to be discussed in the following sections.

2.3.1.2. Zone of Proximal Development

Oxford (2017) explains Vygotsky's sociocultural theory of mediated learning, arguing that through assistance in a sociocultural context learners will develop self-regulation. The author also defines the Zone of Proximal Development (ZPD) as "the difference between the individual's current level of development and the potential level that can be reached with assistance of a more capable person" (p. 67). This implies that the more knowledgeable individual should offer different forms of assistance (or mediation) to help the learner to successfully appropriate some of the essential features of dialogues that occurred with the most experienced individual and assist the learner to surpass/overcome the Zone of Proximal Development (Oxford, 2017).

The term scaffolding was not employed by Vygotsky (Oxford, 2017), nevertheless, the concept is relevant for the understanding of the Zone of Proximal Development because the process of scaffolding is essential for learners to achieve their potential level of language learning with suitable mediation from the more knowledgeable individual. As time goes by, the learner's progression and experience would allow him/her to need less assistance to obtain his\her aimed potential level of language learning. According to Oxford (2017), "assistance to the learner is viewable as scaffolding if it is present when the learner needs it and removed when no longer necessary to the learner" (p. 67), which implies that when the learner is capable of self-regulating his or her own learning process, there is no need for the same guidance throughout it.

2.3.1.3. Agency

Agency plays an important role when it comes to understanding a few relevant concepts related to SLA, such as engagement, motivation, autonomy, and self-regulatory behaviour. Also, agency is considered as an essential characteristic inherent to successful learners (Oxford, 2017). To give a definition of this concept it is necessary to address different authors since each of them have their own point of view. Lantolf and Thorne (2006, as cited in Oxford 2017) describe agency as taking action, i.e., acting in order to get a particular result, which in this case, is successful learning. On the other hand, Gao and Zhang (2011, as cited in Oxford, 2017) relate agency to learning strategies by saying that agency motivates and leads the learner to start using strategies. Therefore, this concept is one of the main factors that influences the learning process, stimulating the learner's own active participation and searching for different learning styles. According to what was previously stated, Benson (2007, as cited in Oxford, 2017) defines agency as a: "point of origin for the development of autonomy" (p. 76). This reaffirms the notion that this concept is also highly related to autonomy, which will be now discussed and described in depth.

2.3.1.4. Autonomy

To Fotadieu et al. (2017), autonomy refers to "the learners' freedom to take responsibility for their own learning, to plan, realise and assess it" (p. 97). In addition, for Oxford (2017), the meaning of autonomy is linked to the concept of self-governance. Consistent with this, there are a variety of different notions about this particular concept. Holec (1981, as cited in Oxford, 2017) defines autonomy as the capacity of taking control over one's own learning and the different aspects that the process implies, such as the methodology, progression, contents, among others. Another definition is given by

Allwright (1990, as cited in Oxford, 2017) who says that autonomy is: "ability, willingness, and action toward taking responsibility" (p. 80). A similar definition and complementing to the ones given above is the one stated by Little (1999, as cited in Oxford, 2017) referring to autonomy as the faculty of the learner to perform different tasks without any kind of assistance regardless of the situation and the context -but still in a learning environment-.

Oxford (2008, as cited in Fotadieu et al., 2017) emphasises the perspective regarding autonomy stating that in a learning environment that enhances the autonomy of the learner, they will be capable of making decisions involving both planning and implementation, showing how highly related this is to motivation. In other words, an autonomous person is an individual who actively participates in the learning process from the metacognitive, behavioural, and motivational points of view. This highlights the importance of the learners in their own learning process and in acquiring new knowledge since they are the ones who have the capacity to find ways, strategies, time distribution, among other factors, that better satisfy them. On the contrary, when there is a lack of autonomy, the decision-making power of the learner will be, therefore, restricted, the independence of the learner over his own process will be affected. It is for this reason that Dornyei (2005) argues that the learner's personality, aptitude, and motivation should be major and defining factors of individual differences in the field of education.

All of the aforementioned subsections share as a common element the characteristic of being volitional. As Oxford (2017) argues, "agency, autonomy, self-regulation and learning strategies are volitional for the individual" (p. 109), meaning that they can be determined by an individual's own willingness to achieve a specific goal, which in this case is acquiring vocabulary. Regarding this, Macklem (2015) also highlights:

Self-regulated students work hard in class and work hard when studying or doing homework. They choose learning strategies that work for them and continue to use them even when the situation is challenging. They are able to adapt or change strategies when they aren't working." (p. 42)

It is also emphasised that they freely choose the mechanisms that help them during their instruction. Consequently, characteristics as the ones mentioned by Oxford (2017) are key regarding a learner's success in their vocabulary acquisition process, thus, these features need to be intertwined to achieve a higher proficiency level.

2.3.2. *Motivation*

As well as with what was previously said, the fundamental notion of motivation also has different approaches that are going to be addressed in this section. Firstly, it is important to consider that motivation is not categorised within the spectrum of learning strategies or style preferences; motivation is not just a mechanism that has to be acquired by learners but rather it has to be instructed or guided by teachers (Cohen & Henry, 2020).

Tseng and Schmitt (2008, as cited by González-Fernández & Schmitt, 2017) indicate that motivation plays a very important role in SLA and in the learning process in general since it is a meaningful aspect of language. This implies teaching methodologies that develop in learners the capacity to be focused and interested during the learning process. Regarding this theory, Cohen and Henry (2020) and Oxford (2017) classified learning strategies into four categories: metacognitive, cognitive, social, and affective. Affective strategies help to manage emotions in the learning process. In other words, they

promote regulation in the emotional states, as well as with the learners' motivation and attitudes towards the learning path.

In this respect, Cohen and Henry (2020) understand motivation as a highly context-dependent process, which will undeniably be affected by intrinsic and extrinsic conditions. Dörnyei (2005, as cited by Cohen & Henry, 2020) also argue that the motivational process has three phases: (a) to generate motivation which is related to the initial phase of choosing motivation; (b) to maintain and protect the generated motivation in the learning action; and finally, (c) is motivational retrospection which consists in evaluating the progress. William (1994, as cited in Cohen & Henry, 2020) makes a difference about motivation regarding the acquisition of a second language and the learning of a subject, such as History or Mathematics, where it in the former it is necessary to put a focus on what is the motive or disposition for learning a new language is.

Masgoret and Gardner (2003), defined the motivated learner as an individual who has a goal-directed attitude towards the learning process so that he/she employs his/her time to reinforce and strengthen his/her knowledge, learning from the experience of failure and the active use of learning strategies to achieve his/her goals. These authors synthesised motivation into three representative compounds: (a) motivational intensity which refers to the effort of the learner, (b) desire to learn the target language that embodies the extent of the aspirations of the learner, and (c) attitudes towards learning the target language.

Regarding the relation between self-regulation and motivation, the latter is "a specific field of research within self-regulation" (Baumeister et al., 2007, p. 10). According to some authors (Baumeister et al. 2007; Macklem, 2015) motivation is highly necessary to employ the tasks that a self-regulated learner wants to complete. Macklem (2015) argues

that "motivation occurs before the student engages in a task and is part of a task. Motivation and goals occur before cognitive, emotional, and behavioural engagement" (p. 38). Although motivation is not the only focus on self-regulation, it is a fundamental part of its beginning process since it leads to different types of engagement.

2.3.3. Cognitive Psychology in self-regulation

Both language learning and self-regulation require the involvement of the learner in deep cognitive processes. According to Horaničová (2006) "since learning is goal-orientated, the learner must somehow organise his or her resources and activities in order to achieve the goal of learning" (p. 1). This is to say that even the process of planning to do these two activities of 'language learning' and 'self-regulation' demands cognitive engagement of the learner before the actual beginning.

A new perspective of self-regulation (SR) based on cognitive psychology was introduced by the mid-1990s because, in educational psychology, the outstanding research topic in the learning strategies area had almost completely vanished, and the term 'learning strategy' currently barely appears in research publications (Tseng et al., 2006). These authors also provided a new perspective of the concept of self-regulation which contemplates and determines strategic learning. This viewpoint is based on the field of educational psychology and aims to find the core learner differences that distinguish self-regulated learners from their peers who do not employ strategic learning (Tseng et al., 2006).

2.3.3.1. Cognition from a sociocultural perspective

Regarding mediated learning and self-regulation, Vygotsky (1978) refers to a task that is separated in different parts by teachers with the aim of being well-recognised and understood by learners, as defossiling a task or action, also known as distributed cognition (Afflerbach, Pearson, & Paris, 2008; Vygotsky, 1978, as cited in Oxford, 2017). Vygotsky (1978) and Gee (2007) stated that "a key tenet proposed by Vygotsky is that cognition is distributed. This means that learning, knowledge, and even intelligence are distributed across people and across social practices and cultural tools (symbols, technologies, artifacts, and language) used by communities" (Gee, 2007; Vygotsky, 1978, as cited in Oxford, 2017, p. 67).

Another viewpoint of cognition related to self-regulation indicates that learning is always situated in a specific context. According to Oxford (1999, as cited in Oxford, 2017) "in situated cognition, learners are viewed as active, self-regulated agents, whose choice of strategies is influenced by but not determined by the sociocultural context" (p. 68). This means that even though the sociocultural environment of the learner plays an important role by the time he or she is choosing strategies to be a self-regulated individual, the environment does not necessarily dictate which strategies will be selected in the future by the learner.

In this regard, cognitive apprenticeship is a relevant concept to understand self-regulation from a sociocultural approach. This view highlights the insight process, where this element is seen as a guide tool to learners that acts while interacting in a social environment. Some authors agreed that "a cognitive apprenticeship helps students to develop and use learning strategies in authentic activities via interaction, social construction

of knowledge, scaffolding, modelling, goal-setting, peer sharing, and learner reflection"
(Brown, Collins, & Duguid, 1989 as cited in Oxford, 2017). In other words, social
interaction during periods of learning is significant to achieve and learn different types of
learning strategies that involve this social interaction as means of higher reflections and
new constructions of knowledge. Moreover, it is an outcome that gives new ideas to
improve learning strategies that lead to the development of tasks that will result better with
social interactions.

Likewise, Oxford (2017) states that "self-regulation of cognition is typically known
as metacognition. At an earlier time, metacognition was viewed as the only process leading
to strategic learning" (p. 70). Nevertheless, Oxford (2017) stated from her point of view
that metacognition refers to one of the types of processes that generate strategic learning
like monitoring, organising, evaluating cognition and planning, but always taking into
account that metacognition is not the only process that leads to strategic learning.

**2.3.3.2. Tseng et al. 's (2006) Self-Regulating Capacity in Vocabulary Learning
(SRCvoc).**

Tseng et al. (2006) created an approach with psychometric properties to evaluate the
self-regulating capacity for second language vocabulary acquisition purposes. The main
aim of his study was to identify how students of a second language master their learning
process through their own learning strategies, being this the basis of the self-regulation
vocabulary (SRCvoc) questionnaire. The scale presented in said questionnaire consists of
five facets of control: *commitment control*, *metacognitive control*, *satiation control*,
emotion control and *environmental control,* which will be explained in the following
paragraph.

Commitment control, the first mentioned facet, helps learners to keep their main goal as well as their expectations. The second facet, which is the metacognitive control, consists in the supervision and regulation of the concentration of the learners, as well as if there exists any kind of procrastination. Satiation control, on the other hand, helps to eliminate the feeling of boredom and aims to keep the learner interested in their learning tasks. Emotion control is related to the managing of the learner moods during their educational process. Finally, environmental control is related to the environmental influences of the learner, and how they manage to change it, for it to be helpful in relation to their education. As Tseng et al. (2006) writes, an average of the five control facets provides one's self-regulatory capacity within their learning process regarding vocabulary acquisition.

2.4.   Covid-19 and its implications regarding self-regulated learning.

The Covid-19 pandemic has been spreading since March 2020, and to keep promoting learning instances, the educational system has been implementing online remote solutions, whether in preschool, primary, secondary, or higher education. The spreading of the virus and its new variants, such as the highly-transmissible Delta variant, which has now been detected in at least 132 countries according to the World Health Organization (2021) keep us alarmed and still immersed in a scenario with many restrictions, so it is not yet possible to be certain about when we will return to the pre-pandemic world. This experience has had a tremendous impact in several areas of our life. According to Pelikan et al. (2021) "distance learning requires high self-regulation and intrinsic motivation and carries the risk of passive procrastination. Therefore, SRL skills became imperative when

switching to distance learning during the COVID-19 pandemic" (p. 398). These ideas seem to be quite relevant in the context of what this research is about.

In view of how emergency online learning in periods of quarantine has deprived the school community of an external tangible system and the previously expected assistance from the professor with the student was abruptly adjusted into a limited type of guidance; the active control of the learning process now has more relevance and importance in the student learning process compared to the prior system with face-to-face classes.

For the same reason, Chen et al. (2020) conducted research that has an approach to distance learning in university students during the current Covid-19 current pandemic and its remote nature, which certainly disrupted the normal functioning of educational environments. It is first stated that "synchronous learning involves students learning together in live environments like lectures, which allows greater engagement and sense of community at the cost of scheduling and technological issues" (Chen et al. 2020, p. 1190) Regarding asynchronous learning, the authors also define it as the learning environment in which students learn from given material on their own and discuss it together in forums, which is seen as a practice that puts into danger the live community learning practices. Chen et al. (2020) research results provided a clear vision of the students' perception of distance learning experiences and environments, concluding that their learning worsened since the substitution of synchronous learning to a remote, asynchronous modality.

This unprecedented academic environment led to multiple difficulties, as Dhingra et al. (2021) identified. Problems such as connectivity or lack of technological devices in some of the students' home environments modified the perceived motivation that the Indian medical undergraduate students' Dhingra et al. (2021) had as their study population.

Results showed that "only 34.3% of students agreed that they were motivated to attend the online lectures" (Dhingra et al, 2021, p. 819). However, this result is clearly affected by the fact that 40.4% of the surveyed students come from a rural background, where greater problems are experienced in terms of connectivity and accessibility, as the same author mentions. Findings in Chen et al. (2020) as well as in Dhingra et al. (2021) suggest that the students think that this newly implemented online teaching methodology can be used as a complement to traditional face-to-face learning processes but never as a replacement for it.

Concerning self-regulation, learners try to regulate their learning through several strategies and mechanisms to achieve their goals (Zimmerman & Schunk, 2011, as cited in Cho & Shen, 2013). Within self-regulation, learners' personal and intrinsic elements, such as thoughts, behaviours and feelings are involved in the process of learning, triggering, and contributing to language learning and language proficiency (Zimmerman, 2002; Schunk and Zimmerman, 1998, as cited in Wang & Zhan, 2020). Therefore, self-regulated learning comprises several areas, such as self-efficacy, goal orientation, effort regulation, metacognitive regulation, and interaction regulation in order to be measured (Cho & Shen, 2013).

However, in an online learning environment, it has been found that it is problematic to students, since they may lack immediate interaction for resolving their concerns and doubts, making them feel isolated in their learning process (Cho, Shen, & Laffey, 2010; Sun & Rueda, 2012, as cited in Cho & Shen, 2013). Also, it has been identified online student's lack self-regulation in their learning process (Lee and Choi, 2011, as cited in Cho & Shen, 2013), since they tend to lack self-efficacy, goal commitment and locus of control (Cho & Shen, 2013); thus, they have the highest dropouts' rates in online courses (Lee and

Choi, 2011, as cited in Cho & Shen, 2013). In line with these findings, Wang & Zhan (2020) note that the self-regulated learning process does not occur by itself. The learner needs *social engagement* in order to improve and regulate their progress, such as interactions with their classmates and teachers, communication instances, group discussions, feedback and comments.

Finally, limitations of these studies lead the path to other disciplines, geographical places, and environments for further research as the Covid-19 pandemic still runs its course. This is why we, as learners and users of languages, aim to add to the research in SLA in this very particular and unexpected context, specifically in Chile.

As has been mentioned throughout this entire section, the conscious use of self-regulatory mechanisms, as well as the learning environment, affect the overall academic success of students, as it is the vocabulary growth. Nevertheless, little research has been carried out regarding the implications of the new online modality due to the ongoing Covid-19 pandemic, where students had to adapt their learning self-regulatory mechanisms. Therefore, this research aims to give a preliminary description of the phenomenon of the relationship between the vocabulary growth of the students and their self-regulation.

3. METHODOLOGY

This section will describe the methodology used in this research. This longitudinal research took a qualitative approach, where the objective was to gather a detailed perspective of our participants' vocabulary learning experience during the pandemic. Creswell (2008) pointed out that "the goal of research, then, is to rely as much as possible on the participants' views of the situation being studied" (p. 9). This means that qualitative research aims to attain a greater understanding of a particular experience.

The methodology chapter was divided into four subsections that describe how the participants were selected for this research; the instruments used, the procedures followed to apply the instruments and the methods of analysis of the data collected, and lastly the analysis and interpretation of the data.

First, a survey was applied to evaluate the participants' self-regulation average and vocabulary knowledge and their learning process during the pandemic. Said survey consisted of three parts: The first one consisted of an English writing section in which each participant had to answer two questions. According to IELTS Word Count Rules, they set up a minimum and maximum of words in their tasks to evaluate students' writing, ranging from 200 to 250 words. However, participants were asked to write a minimum of 100 words and a maximum of 120 words per question in this research. It is also necessary to clarify that as we did not have available a longer piece of writing from the students' first year in the program, we had to adjust the number of words requested in the second task.

The second one was the Tseng et. al (2006) questionnaire, which measured their self-regulation concerning five facets. The last one was a set of open questions related to

their own learning process during the pandemic to explore their perceptions regarding the emergency online modality. A month later, the researchers conducted a semi-structured interview with each participant to support their answers and obtain more detailed information about the phenomenon. All of the data collection processes occurred online due to Covid-19 restrictions.

3.1. Participants

A convenience sampling procedure (Dörnyei, 2007) was used to recruit participants for this study. Participants were 6 native speakers of Spanish and second-year undergraduate students from the University of Chile's English Literature and Linguistics program, who belonged to the 2020 cohort. The number of female participants was 4 and the number of male participants was 2. They were currently studying the English Language Intermediate II course, which corresponded to a B1+ level, according to the Common European Framework of Reference for Languages (CEFR). The students voluntarily chose to participate in the current investigation. They were recruited by contacting their main English Language Intermediate II instructors, and then some members of the research team visited classes to invite people to be part of this study.

Participants were selected under three criteria to carry out the research. The first criterion was that participants had to be students of the second year of University of Chile's English Literature and Linguistics program. The second criterion was that participants had only attended online classes at university due to the pandemic context. In other words, they had never been on campus for face-to-face classes; therefore, their learning environment and experience had been entirely different from Junior or Senior students from the same program. Finally, the third criterion was that participants had to study English Language

Pre-Intermediate course and English Language Intermediate course only once, i.e., people who had failed a language course were excluded from this study. The sampling criteria excluded students who are studying the English Language Intermediate II course for a second time because it was understood that they have had more time on task and participated in lessons on campus. Only students taking these courses for the first time were included in the study.

3.2. Instruments

3.2.1. Vocabulary knowledge

Productive vocabulary knowledge was evaluated using two pieces of writing produced as part of two evaluations applied in the Language Practice class between September and October 2020. These samples were used as the pre-tests. The length of the texts produced was approximately 200 - 250 words per student in total, taking into consideration that all the answers were analysed altogether so the number of words of the pre-test is the same as the post-test. The first piece of writing corresponded to an open question from an Extensive Reading Test (ERT), see appendix B.1. This is a type of test that is given every semester to evaluate students' reading comprehension and language production. The answers chosen for this study correspond to a fiction novel. Students had to choose one question to fully develop in a 100-word paragraph. The evaluated book was Animal Farm, by George Orwell. The questions intended to assess the knowledge of the plot and specific events throughout the novel. The principal aim of these questions was to encourage students to narrate and describe what they had learned reading the novel.

The second piece of writing was taken from four open answers included in a Unit Practice test (See appendix B.1). The topics were varied (jobs, technology, or the online learning modality), but all of them asked for an opinion on the chosen subject. The instructions were different depending on the requested topics, such as job advertisement, or differences between traditional and online learning. All of these instructions requested a text of approximately 40-50 words.

The post-test included two prompts, where the students were asked to carry out similar tasks to the ones in the pre-tests. That is to say, they had to write using two discourse modalities: narration and argumentation. As mentioned, students had to carry out similar tasks in order to obtain similar topics and modalities of discourse in both pieces of writing in order to determine their vocabulary growth. For instance, the participants had to choose one topic and write about it, describe the situation, and give an opinion with proper argumentation. In this phase, the main topic was online learning, and the sub-topics were advantages and disadvantages, besides personal experiences and challenges (See appendix B.2).

3.2.2. Self-Regulation

The second instrument was a multi-item scale questionnaire called the '*Self-Regulating Capacity in Vocabulary Learning Scale' (SRCVOC)* (Tseng et al., 2006). This instrument provided general statements and inclinations related to self-regulation for vocabulary learning in second language's learners. Based on an educational psychology approach, the test consisted of five items: *Commitment Control*, *Metacognitive Control, Satiation Control, Emotion Control*, and *Environmental Control.* The instrument had

twenty statements that the participants had to answer according to a Likert scale ranging from 'strongly disagree' to 'strongly agree'.

This is an example of one question:

Figure 1. *Example questionnaire on self-regulation.*

This questionnaire was translated into Spanish by the researchers to match the participants' mother tongue (see appendix C). To assure a correct translation, the researchers split into groups and made two versions of the questionnaire; to eventually, make a final version. In order to complement and add more depth to the answers provided in the survey, a series of open questions related to the self-regulation sub-categories were created to be answered after the questionnaire (see appendix D). These questions were related to each item proposed by Tseng et al. (2006): *Commitment Control*, *Metacognitive Control*, *Satiation Control*, *Emotion Control* and *Environmental Control*. Moreover, each question considered the context of the COVID-19 pandemic as a factor for the development of their self-regulatory capacity.

To determine the clarity of the survey and identify its weaknesses, 6 fourth-year students from the same university and program, were asked to answer the translated Tseng

et al. (2006) questionnaire and its 5 open-ended questions. The students were encouraged to ask questions and make comments about the questionnaire and the open questions. After administering the pilot questionnaire, a few modifications were made in order to improve its comprehension.

Finally, the last instrument was a semi-structured interview that intended to obtain more detailed information about our participants' individual experiences in their current learning context and their self-regulation ability (See appendix E and F). Again, each question was elaborated within each of the subcategories of self-regulation (Tseng et al. 2006) and considered the written answers students had already provided in the questionnaire.

3.3. Data Collection

Due to the Covid-19 pandemic, English Literature and Linguistics students from the University of Chile B.A. program were invited to participate in this research through email invitations and also by visiting some of their lessons held via *Zoom*. Moreover, the entire data collection process was carried out online. To prevent threats to research validity, such as the Hawthorne effect, participants were told that the purpose of the study was to evaluate their general proficiency in English. This strategy would prevent the participants from focusing only on their vocabulary production. Furthermore, to ensure the correct comprehension of each task, all of the instructions from the applied instruments were given in Spanish, the mother tongue of our participants.

Finally, the semi-structured interview was also held in Spanish, via *Zoom*, and two interviewers from the research team participated in each session.

3.3.1. Procedures

After students showed their interest to participate in the study, they were invited to a *Zoom* meeting to gather their responses to the different instruments.

The data were collected on three different days during video call sessions depending on the availability of participants. The meetings were set to last a maximum of 90 minutes. After all of them connected to the session that suited them better, the research team described the research; gave instructions and asked students to sign the consent form. As mentioned previously, instructions were provided in the mother tongue of the participants to make sure that everyone understood what they were expected to do. Two out of the three instruments were applied during this meeting. In this first session, one of the members of the research team worked as a spokesperson to indicate the general instructions to the participants' group, while another member of the research team served as a moderator of the group, answering all the questions that arose during the process. All the data in each session was collected using Google forms. The invitation to this Google Form was sent via e-mail during the *Zoom* meetings.

In the first session, two sets of data were gathered: productive vocabulary knowledge post-test and self-regulation questionnaire and open questions. In order to obtain the post-test of the vocabulary knowledge section of this research, participants were asked to write responses to two prompts. As we previously mentioned, a minimum and a maximum of words in the tasks were set up to evaluate students' writing, participants were asked to write a minimum of 100 words and a maximum of 120 words in this research for each question. It is worth mentioning that as we did not have available a longer piece of

writing from the students' first year in the program, we had to adjust the number of words requested in the second task.

The nature and the length of the pieces of writing requested are intended to be similar to the pieces in the data considered as the pre-test. After this, participants were asked to fill the multi-item scale self-regulation questionnaire in a Google Forms document, as well as the open questions regarding this same aspect.

Individual interviews, the third instrument, were held a month later also via *Zoom*. Apart from the participant, two people from the research team were the interviewers, where one of them was in charge of asking the questions and the other one took notes and made sure that all the questions had been asked and answered. Each interview had ten core questions, and also, some follow up questions were made to explore further certain topics that were considered relevant. This phase took less than 30 minutes to be completed (see Appendix E).

Each interview was manually transcribed. Then, there was a preliminary analysis of the six interviews by different members of the group that later were compared and discussed as a group in order to achieve interrater reliability. After that, all of the interviews were prepared to be fully analysed.

3.4. Analysis

Written test: The pre and post written tests were analysed separately to measure each percentage of vocabulary richness. This was made using the database of Lextutor v.8.3, an analysis software that was developed by Tom Cobb from the University of Quebec at Montreal (UQAM, which is available online. Said software is able to identify

word families, as well as the level of difficulty of these words by extracting basic frequency

lists. This can be done by breaking down which words correspond to the most common first

one-thousand-*word families*, the second 1000-word *families*, and so on. Then, both

percentages of each test (pre and post) frequency band were compared and subtracted

between each other to obtain the final percentage of growth or decrease regarding each list.

These figures were compared in accordance with their lexical density, the number of *tokens*

used, the number of *word types* and *word families*. Afterwards, these two pieces of writing

were compared to analyse the participants' vocabulary growth.

Our participants' self-regulation responses were analysed to provide a preliminary

description of the influence of their self-regulation and the global pandemic situation on

their own academic performance, avoiding generalisations. Below, we will describe the

procedures we used to analyse the different types of data collected related to self-

regulation.

Questionnaire: The multi-item scale questionnaire items were quantified, according

to Tseng et al. (2006) using a 6-point Likert scale (see Appendix C). The answers were

coded using 1 as the minimum, 'Strongly Disagree', and 6 as the maximum value,

'Strongly Agree'. There was an exception regarding items 1 and 12, in which the scale was

reversed. Additionally, a control item was included, Q00, asking participants to select a

particular answer in order to determine if their answers had been thought of and not

provided randomly. If the latter happened the participant would be removed from the group

of people that would be considered for this study. The data from the multi-item scale

questionnaire was gathered from an auto-generated spreadsheet provided by Google Forms.

Open-ended questions: Five open-ended questions asked participants about their personal views regarding their self-regulating process during the pandemic, where short answers were expected. These questions were answered in the participants' native language and were used to enrich the data obtained in the questionnaire. Besides, these questions were interpreted in relation to the average of the self-regulation questionnaire. The student's responses to the 5 open questions were analysed focusing on the categories that were the most representative among all participants. This information should shed light on how these students perceived their self-regulation mechanisms regarding their L2 vocabulary acquisition during the confinement derived from the pandemic.

Data analysis was done following Ritchie & Lewis (2003) stages of qualitative text analysis. The first step consisted of the identification of initial themes (Ritchie and Lewis, 2003), in which we recognised the recurring themes related to the five subcategories of self-regulation to then tag such concepts. Moreover, emerging themes were also identified. Subsequently, such categories or tags were linked for conceptual clarity to then later order the data to finally summarise and draw conclusions from it.

Semi-Structured Interview: The answers provided in the interviews were analysed in the same way as the five open-ended questions, as they were used as a way to expand the information gathered by the written questions. Again, the focus was on the self-regulation mechanisms of each interviewee and how they perceived their L2 vocabulary learning during the pandemic and the online modality.

In relation to the above mentioned, tags or indexation on the open-ended questions and the semi-structured interview were differentiated by highlighting the corresponding categories of self-regulation that were found with different colours. In which, yellow

corresponds to Commitment Control, blue to Metacognitive Control, green to Satiation Control, magenta to Emotion Control and finally, red corresponds to Environmental Control. Another differentiation that was made regarding the tags was according to the presence or absence of the previously identified control facet. This means that a bold highlighted tag represents the lack or absence of control over the coloured tag (negative presence), while a tag that is not in bold represents a positive presence of it, meaning that the individual is capable of self-regulating effectively the highlighted facet.

3.4.1. Interpretation

The numerical results obtained from Tseng et al. 's (2006) questionnaire were enriched by the information gathered from each short question and the semi-structured interview. The information collected from the text analysis (Ritchie & Lewis, 2003) was compared and allowed to create a self-regulation profile of each participant in this study. Furthermore, this allowed us to reinforce the perceptions of the participants' different realities under the same event. Vocabulary knowledge was analysed employing the software already mentioned. Numerical data in relation to each participant is presented as part of each case.

Concerning variables such as the pandemic impact, the self-regulation average and vocabulary growth, there is a relationship between them that was analysed and interpreted as interdependent variables. This is why after analysing the data, a description of the case was created for each participant. Further comments are presented in relation to the possible implications of the pandemic in our participants' self-regulatory capacity and/or their vocabulary growth.

3.5. Ethical Considerations

All measures have been cautiously taken in order to protect the confidentiality of the participants in this study.

First, they signed a consent form that broadly described what the study was about, what their participation was going to be like, the time and place as well as the risks and benefits of it. In the same way, all participants were reminded of the confidentiality at the beginning of their participation process, telling them that all data collected was going to be used exclusively for this investigation purpose.

Their answers remained anonymous to the readers of this study. This was assured on the consent form presented at the beginning of the Google Form, in which they had to accept or decline their consensual participation (see Appendix A). A pseudonym was assigned to each participant for anonymity's sake, this is why any piece of information that could identify a participant has been removed.

4. RESULTS

In the following section, the results of the research are going to be reported by characterising each participant's learning experience and self-regulatory mechanisms identified. First, we are going to begin with the results obtained from the vocabulary analysis derived from the pre and post-tests. Next, the results of the self-regulation questionnaire (Tseng et al. 2006) will be shown, and subsequently, we are going to highlight the most important points according to each control facet presented in the analysis of the content tags found in the open questions and the interview.

4.1. The case of Aquiles

Aquiles is a student from the University of Chile English Literature and Linguistics program. As well as his other classmates that participated in this research, he was studying for the first time the English course that corresponds to his level, English Language Intermediate II. Aquiles' vocabulary profile results come from a comparison between the pre and post-test instances, which are shown in Table 4.1.A:

Table 4.1.A

Aquiles' Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	167	123	-44
Types	185	139	-46
Tokens per Family	1.96	1.89	-0.07
Family/Token Ratio	0.51	0.53	0.02

Families, Types, and the Tokens per Family presented a decrease in Aquiles' case, being the first two of them the most affected areas with a reduction of 44 and 46 words, respectively. There was not a major change regarding Aquiles' use of Tokens per Family, but only a decrease of 0.07. The Family/Token Ratio use (FTR) also registered a slight change since it presented an 0.02 growth. This means that his use of different words within a word family did not decrease.

Aquiles' Lexical Variety regarding the use of words belonging to different frequency bands when producing texts are presented in Table 4.1.B:

Table 4.1.B

Results Regarding Aquiles' Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	83.9	82.1	-1.8
K-2	7.5	8.5	1
K-3	4.8	4.3	-0.5
K-4	0	0.4	0.4
K-5	0.6	0.4	-0.2
K-6	0	1.7	1.7
K-7	0.6	0	-0.6

*Note: K refers to a group of thousand words, while the numbers represent the percentage of occurrence of these frequency bands in the results studied.

Aquiles presented a 1.8% decrease when it comes to the use of the highest-frequency 1,000 words in English (K-1). Nevertheless, this seems to be compensated by the 1.7% growth regarding the use of more sophisticated words that belong to the K-7 frequency band. This can also be supported by the fact that K-2, K-4, and K-6 also experienced growth, meaning that the post-test vocabulary became more complex and less frequent than the type of vocabulary used in the pre-test.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary learning. The different subcategories of self-regulation described by Tseng et al.

(2006) are presented in a disaggregated form. Each column corresponds to Aquiles' scores in the questionnaire, the number of times the corresponding concept appeared in the open questions, and then the number of times it appeared in the interview. A *P* indicates that the subcategory of self-regulation was reported as present, and an *N* was used to indicate that the subcategory was mentioned in the data and was evaluated as absent in the behaviour of the participant.

Table 4.1.C

Aquiles' self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control				
	Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview	
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N
2.65	3	1/1	0/1	6	0	1.5	1/3	2/3	9/18	9/18	3.5	2/2	0/2	4/5	1/5	2.75	2/2	0/2	3/4	1/4	2.5	1/1	0/1	7/10	3/10

Notes: $\tilde{x}$ refers to the average score in the Self-Regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of Self-Regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of Self-Regulation is presented.

Quest. stands for questionnaire.

4.1.1. Self-Regulation Questionnaire

Results on the Questionnaire of Self-Regulation showed a total average score of

2.65, which, according to Tseng et al. (2006) indicates that Aquiles had quite a low self-

regulatory capacity. In terms of Commitment Control (C.C), he had an average of 3.00

points; in Metacognitive Control (M.C) he scored 1.50 points; regarding Satiation Control

(S.C) he reached 3.50 points; for Emotion Control (E.C) he obtained 2.75 points, and in

Environmental Control (EN.C) he only scored 2.50 points. As presented in table 4.1.C, the

type of control with the higher average was satiation control, while the lowest one was

metacognitive control.

4.1.2. Description and content analysis

The tags related to each of the subcategories of self-regulation obtained from

Aquiles' interview are presented in Table 4.1.D. The most frequent tags identified were:

Metacognitive Control (M.C) and *Environmental Control* (EN.C), with 18 and 10

occurrences, respectively. On the other hand, *Commitment Control* (C.C), *Satiation Control*

(S.C), and *Emotion Control* (E.C) were Aquiles' least frequent tags with 6, 5, and 4

occurrences, respectively. It is important to note that the total number of occurrences

included the presence as well as the absence of the self-regulating subcategories, which

indicate how efficient his mechanisms were: The higher the presence can be associated

with a higher relevance of that subcategory of self-regulation in the participant's behaviour.

Table 4.1.D

Summary of positive and negative tags associated with each subcategory of self-regulation:

Interview

Control type	Positive (Present)	Negative (Lack)	TOTAL
Commitment	6	0	6
Metacognitive	9	9	18
Satiation	4	1	5
Emotion	3	1	4
Environmental	7	3	10

Commitment control: Aquiles expressed in his answers to the open questions from the survey

that he really likes the English language and because of that, he mentioned that the English

Linguistics and Literature program was the one he is meant to be in. During the interview, he

mentioned a variety of factors that make him dedicated to his studies and academic performance,

being his personal encouragement and enjoyment what called our attention the most:

"Era una oportunidad única especialmente con una carrera que me gusta y con un

ramo que me gustaba desde chico, que es el inglés. Y simplemente motivación

personal de que me gusta el inglés y me gusta leer y simplemente por gusto, por eso"

(Interview).

Regarding this quote, another perception from Aquiles that plays an important role

regarding his engagement with his program is the pressure of thinking that being at university is

an opportunity that he will not get again; so he feels like he has the duty to perform in the best

way possible: "Esta carrera creo que fue una oportunidad única que no puedo perder, que fue por casi suerte que entre a la Chile en primer lugar" (Interview). Aquiles´ attitude towards his studies and finding himself lucky to be in this program seem to contribute positively to the fact that he has remained as a student, and; therefore, attest to his commitment control since we could find only positive appearances of this tag (see Table 4.1.D). Despite this, what was surprising is related to the fact that his average score of commitment control in the Self-Regulation Questionnaire was 3, which is low (see Table 4.1.C). This can be attributed to the fact that this participant may not have answered the survey consciously, due to the incongruities among the aforementioned data.

Metacognitive control: Both positive and negative occurrences in Aquiles metacognitive tags were balanced when we counted them (see Table 4.1.D). During the interview, he remarked several times that he does not have a good planning schedule when it comes to studying. He mentioned that he is not an organised person and instead of planning his day, he said he was more of an up-to-date person:

> "(...) quizás tienda más a lo inmediato, pero no tengo mucho un plan aparte de que
> de las cosas que tengo que concentrarme como por ejemplo en que tengo tarea, en
> que tengo prueba próximamente. Y eso principalmente, nada como tan organizado
> tan así" (Interview)

His answers to the open questions and in the questionnaire were in agreement with the information presented in the previous quote. In these questions, Aquiles also mentioned that he felt his ability to plan his academic activities has worsened dramatically because of his lack of discipline in terms of concentration and ability to evaluate his own learning and learn from his

mistakes. Such lack of metacognitive control could be determined by Aquiles discipline deficit that he declared to have when it comes to the starting point of his study times. Aquiles explained that he also looked for an optimal time for studying, and he explained that this moment was during the night, under the condition of having his cell phone away from him to avoid distractions:

"Creo que simplemente tengo que estar como en el punto para estudiar, especialmente cuando ya es tarde es de noche y no tengo que distraerme con mucho más, sí tarde cuando es tarde de noche, consigo esto cuando tengo el celular lejos de mí" (Interview).

Another method he declared to have used to learn more effectively is to take notes. During the interview, when it comes to being focused, Aquiles added:

"(...) también me funciona harto escribir por mi propia cuenta" (Interview).

Regardless of his use of different methods, it seems that Aquiles does not acknowledge the effectiveness of such strategies. His results regarding the average score of this particular control facet in the Self-Regulation Questionnaire demonstrated that his self-regulatory mechanisms were deficient since the score Aquiles obtained is lower than 4 (see Table 4.1.C). What is interesting about this, is the fact that this average in metacognitive control is 1.5 which represents by far the lowest score with respect to the other five.

Satiation control: Regarding this participant's satiation control, he stated that monotony had affected his willingness to study. Nevertheless, he was conscious about it, declaring that he knows that he needs a distraction as a strategy to regulate this situation:

"La monotonía me molesta un poco, necesito tener algo nuevo que tener a la mano,

algo con que distraerme un rato…" (Interview).

Moreover, he added new interest to the task by watching YouTube videos or reading in

English. Also, to avoid boredom he said he took a few minutes off from the task at hand and ate

some snacks. He mentioned he tried to do something different besides his studies at least for a

moment:

"Bueno, para cortar el aburrimiento generalmente cuando estoy en el propio acto de

estudiar generalmente me levanto y me pongo a descansar… Descanso un poco, voy

al baño o como algo, tengo un snack ahí."

This information is in line with what he mentioned in the open questions from the survey,

where he reaffirmed that taking little breaks and eating little snacks was helpful to him when he

needs to fight boredom. As presented in Table 4.1.D, he had a higher presence of this control

facet rather than a lack of it. Aquiles' 3.5 average score on *Satiation Control* on the self-

regulating capacity questionnaire (see Table 4.1.C) demonstrated that he had a lower control of

this facet since it was below four points. However, it is important to note that this is the

subcategory of self-regulation where he has the highest average.

Emotion control: During the interview, Aquiles stated that he struggles when it comes to

controlling his emotions. Nevertheless, he said that when he feels negative emotions, he pushes

himself to do the task with encouraging phrases:

"Me bloqueo en lo que estoy haciendo hasta que me meto en la cabeza: '¡Termina

esto!'. Y la forma en la que noté en la que puedo controlar esto, es simplemente

escribiendo algo relacionado con la tarea: Por ejemplo, si estoy haciendo una tarea escrita, escribo algo relacionado con la tarea escrita." (Interview).

Regarding this writing strategy, Aquiles also told us during the interview that he had to write an essay for a test, and he did not know what to write because he felt his negative emotions blocked him and prevented him from accomplishing this task. But then, he mentioned that he reorganised his mind and wrote some ideas he had until he could put all of it together to finish such assignment:

"(...) comencé a escribir el último párrafo, aunque no tenía idea qué poner, estaba bloqueado, pero comencé a escribir acerca de *Beowulf* intentando como reorganizarme. Y ahí escribiendo lo mismo pero varias veces, logré encajar con algo y dije: 'Creo que lo puedo hacer'" (Interview)

He also acknowledged that he needed to be in a certain psychological state when he was going to do some tasks or study sessions, but overall, he said that during the COVID-19 emergency he had not struggled with emotional problems: "En general no he tenido problemas anímicos que me afectaran severamente" (Open Questions).

Aquiles' average score regarding this facet on Tseng et al. (2006) questionnaire (see Table 4.1.C) showed us that his controlling mechanisms regarding his emotions were weak since his score was less than four points (2.75). We can say that he does not have many options when it comes to controlling moods because this tag was counted just four times during the interview and there were not any other types of examples, where he mentioned how he could control his negative emotions while studying (see Table 4.1.D).

Environmental control: In his written responses to the open questions, Aquiles demonstrated that he was aware of the importance of the setting in which he studies. He acknowledged the fact that his bedroom was not an optimal place for studying or carrying out academic activities, especially at the beginning of the pandemic. But later on, during the interview, he told us that now he has a new desk and that he is much more comfortable with it:

> "Ahora con este escritorio me siento más cómodo, como en un lugar más formal por así decirlo, como si fuera una especie de escritorio de oficina o algo así" (Interview).

Regarding this quote, the fact that he thinks that this environmental change made him feel as if he were in a more formal setting called to our attention. In this vein, he also mentioned that this is due to some perception of pressure because he transformed an informal learning setting - his bedroom- with elements that reminded him of a formal learning environment. What Aquiles did was to try to change his own perception of the space where he had to study within this new modality that mixes his own personal setting with an academic setting. In fact, he mentioned during the interview, emergency online learning was what bothered him the most:

> "Es la modalidad la que más me ha afectado, no la pandemia en sí" (Interview)

In this quote, he commented that it was difficult to remain active in this remote learning modality. He said that he does not feel the pressure of having an "authority" in the classroom, nor did he felt that he was being observed by his peers because he does not turn on the camera while being at the remote classes:

"En clase online cuesta, hay un montón de personas en una pantalla y cuesta tomarse

en serio la situación de esta forma, como que no siento la autoridad, no siento la visión

de alguien más, a no ser que prenda la cámara" (Interview)

Aquiles presented a higher presence of the *Environmental Control* tag (see Table

4.1.D), with 7 occurrences out of 10. Nevertheless, his Self-Regulating average score in

this facet showed us that his ability to self-regulate this type of control was deficient since

it was below 4 points (see Table 4.1.C). But, due to the information previously given, it is

correct to affirm that the questionnaire was answered by Aquiles before having this

significant change of environment, which once again, reaffirms what we mentioned about

his consciousness in relation to the setting that surrounds him when he is learning. He

describes a pressure situation in a school environment, where there is more "other-

regulation" instead of needing self-regulation. So, there was no transition between these

two academic situations due to the pandemic.

4.1.3. Summary and implications related to the COVID-19 pandemic.

The COVID-19 pandemic generated different complications for Aquiles when it comes to

efficient learning. He felt like this new remote modality of his classes deteriorated the strategies

he used that helped him concentrate. This can be also related to the fact that following a routine

every day since the pandemic started makes him bored, and this situation keeps him reluctant

when it comes to studying, as he mentioned in the interview.

Quarantine as a result of the pandemic produced feelings of fatigue in Aquiles because it

was difficult for him to feel interested when being in class through a computer screen. This is

also closely related to what he mentioned regarding the importance of the environment and the

different formalities that these already mentioned study modalities (face-to-face and remote) represent.

Aquiles' average scores from each type of control were all below the 4-point minimum to qualify as self-regulated in the area of vocabulary acquisition, as can be seen in Table 4.1.C. In terms of his vocabulary profile and lexical variety, noticeable differences regarding Families and Types were registered (see Tables 4.1.A and 4.1.B) since both of them had a great decrease. However, upon examining his frequency band usage, we could notice that he has added new and complex words from other frequency bands beyond the first three to his productive vocabulary repertoire.

It could be noticed that Aquiles did an uptake from the texts given in the 'Practice' course. Such new words were: *forensic*, *canine*, *gigantic*, *demonic* and *haunt*, and they belonged to the specific topic of the ERT, which was The Hound of the Baskerville by Arthur Conan Doyle, and belonged to the K-5 and K-6 families. This means that Aquiles did add more specific vocabulary when it comes to expressing his ideas, enriching his lexical repertoire.

4.2. The case of Nieves

Nieves was another second-year student of the English Literature and Linguistics program from the University of Chile. As well as the other participants, it was the first time she studied the English Language Intermediate II course. Nieves' results that derived from a vocabulary profile analysis of the pre and post-tests showed a decrease in vocabulary growth in the areas of Word Families, Word Types and Tokens per Family, as Table 4.2.A presents:

Table 4.2.A

Nieves' Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	179	116	-63
Types	204	134	-70
Tokens per Family	2.02	2.18	0.16
Family/Token Ratio	0.49	0.46	-0.03

As it can be seen in the table above, there was a reduction of the use of 63 Word Families, 70 Word Types, and a slight increase of 0.03 regarding the Family/Token Ratio in her texts when it comes to productive vocabulary. On the other hand, the only variable that experienced a slight growth is in the number of Tokens per Family, as Nieves presented an increase of 0.16% of it. This means that there was a wider variety in her use of different lexical classes in the vocabulary used in the post-test than in the pre-test.

As regards Nieves' Lexical Variety, results are shown in Table 4.2.B:

Table 4.2.B

Results Regarding Nieves' Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	84.7	89.2	4.5
K-2	8.5	5	-3.5
K-3	3.6	1.9	-1.7
K-4	1.1	0.4	-0.7
K-5	0.3	0	-0.3
K-6	0.3	0.4	0.1
K-7	0.3	0	-0.3

*Note: K refers to a group of thousand words, while the numbers represent the percentage of occurrence of these frequency bands in the results studied.

Percentages of the use of lexical items regarding each list of frequencies are presented in the table above. As shown, the first thousand words (K-1) used increased from the pre-test to the post-test by 4.5%. The number of words from K-2, K-3 and K-4 decreased by 3.5%, 1.7% and 0.7% respectively. What called our attention is that frequencies K-5 and K-7 were present in the pre-test but not in the post-test. This means that there was a decrease in growth regarding these more sophisticated vocabulary frequency bands.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary

learning. The different subcategories of self-regulation described by Tseng et al. (2006) are

presented in a disaggregated form. Each column corresponds to Nieves' scores in the

questionnaire, the number of times the corresponding concept appeared in the open questions,

and then the number of times it appeared in the interview. A *P* indicates that the subcategory of

self-regulation was reported as present, and an *N* was used to indicate that the subcategory was

mentioned in the data and was evaluated as absent in the behaviour of the participants.

Table 4.2.C

Nieves' self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control					$\tilde{x}$
	Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N	
4.4	5.25	2/2	0/2	7/7	0/7	4.25	1/2	1/2	6/7	1/7	4.5	1/2	1/2	4/5	1/5	4.75	1/2	1/2	4/7	3/7	3.25	1/2	1/2	3/3	0/3	

Notes: $\tilde{x}$ refers to the average score in the self-regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of self-regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of self-regulation is presented.

Quest. stands for questionnaire.

4.2.1. Self-Regulation Questionnaire

Results on the Questionnaire of self-regulation showed an average of 4.4, which determines that Nieves has a satisfactory self-regulatory capacity. In terms of Commitment Control (C.C), she had an average of 5.25; in Metacognitive Control (M.C) she obtained 4.25 points; for Satiation Control (S.C), she reached 4.5 points; regarding Emotion Control (E.C) she obtained 4.75 points, and for Environmental Control (EN.C) she only reached 3.25 points. As presented in table 4.2.C, the type of control with the higher average was Commitment Control and the lowest was Environmental Control, which is below the cutting point of self-regulation. Such data can be supported regarding the fact that Nieves declared that she does not possess adequate furniture to study, like a chair for her desk, but despite this, she has obtained good grades in the program because she has managed to adapt to that situation since she enjoys studying English in her program.

4.2.2. Description and content analysis

The tags related to each category of self-regulating control regarding Nieves' interview are presented in Table 4.2.D. The most frequent tags were *Commitment Control* (C.C), *Metacognitive Control* (M.C) and *Emotion Control* (E.C), with seven occurrences each. What it is important to highlight, is the number of positive occurrences, which indicate a clear presence of each type of control. This means that the higher the presence, the strategies used by the student related to this control facet are more effective or clearer to the participant. On the other hand, *Satiation Control* (S.C) and *Environmental Control* (EN.C) were Nieves' least recurrent tags during the interview, with five and three occurrences, respectively. Despite this lower number of occurrences, what it is important to consider is the fact that once again, the presence

of positive occurrences predominated over statements, which described the absence of this type of control.

Table 4.2.D

Summary of positive and negative tags associated with each subcategory of self-regulation: Interview

Control type	Positive (Present)	Negative (Lack)	TOTAL
Commitment	7	0	7
Metacognitive	6	1	7
Satiation	4	1	5
Emotion	4	3	7
Environmental	3	0	3

Commitment control: Nieves expressed that she has liked the English language since she was little, and she had always felt interested in studying something related to it. She chose the English Linguistics and Literature program because of the linguistics area, which is the one she likes. These considered factors are the main reason why she keeps studying and never thinks about dropping out of university:

"Yo creo que a mí siempre me ha gustado el inglés o sea desde chica me ha interesado, así que esta era una de las carreras a las que sí o sí me iba a dirigir, por lo que no me ha pasado que he tenido momentos donde he dicho 'Como que ¿quiero seguir o no estudiando?'... No me ha pasado a mí personalmente, y creo que es por eso aparte, que siempre me ha gustado no más el inglés como tal" (Interview).

In this quote, Nieves demonstrated a positive control when it comes to the commitment facet. This allowed us to infer that her mechanism to keep track of this program was to think about her goals and her enjoyment while studying.

Besides, she mentioned other aspects that influence her interest in the program, such as the 2-year period she has been enrolled in, because she visualises them as becoming a waste of time if she ever decided to give up. This aspect was explained by the participant in this way:

"El compromiso aparte con el idioma y con la carrera también son más. Como yo llevo dos años, así que pienso que no me gustaría dejarla... La carrera... Porque ya llevo tiempo y no me queda mucho, como estoy justo en el medio y me gusta no estoy como que... no pienso altiro en irme, porque tengo ya habré perdido dos años ya" (Interview).

Also, when it is especially difficult to study, she said that she tries to find ways in which she could focus and put away any distractions:

"Trato de como enfocar mi mente en otro lado y después ahí trato de volver a estudiar. Y si no puedo, bueno voy a intentarlo de otra forma, trataré de intentarlo de otra forma que me sirva mejor a mí" (Interview).

These previous quotes demonstrate her high interest to pursue this English learning path. This information agrees with the number of positive outlooks of this facet of control (see Table 4.2.D). She proved she has an efficient self-regulation process regarding this facet because she sticks to her ultimate goal, which is finishing the university program she chose based on her own preference. This might be the reason why her commitment control average score on the self-regulating capacity was higher than her overall average (see Table 4.2.C). And also, it is

important to note that there were zero negative appearances of this control facet either in Nieves's questionnaire answers, open questions or during the interview (see Table 4.2.C).

Metacognitive control: To maintain an optimal learning pace, Nieves mentioned she had different strategies to keep learning English, such as constantly watching videos in her target language on internet platforms such as YouTube, Instagram or Tik-Tok. She demonstrated that she is conscious that those strategies have a positive effect on her studies.

Although she said that she does not have a lot of methods to organise her studies, she has intended to explain what she has already learned or retained to another person, and consequently, she can check if she has understood what she had studied:

"(…) a veces se lo comento a mi mamá si está en la casa... Se lo comento a mi mamá. O una vez había visto este método que suena chistoso, pero es como comentarle... explicárselo a la mascota, a tu mascota. A veces lo hago también con mi gata" (Interview).

Nieves also recognised that when she feels bored while studying, she tries different methods, and if that does not work, she tries new ones that could be better for her. She does not have much trouble trying to focus or finding new methods that help her combat this problem. She has a fairly high control according to the positive appearances of this facet (see Table 4.2.D).

Satiation control: In the interview, Nieves said that she takes a little break when she has trouble concentrating in classes, she doesn't feel like spending time concentrating on it. She also mentioned that before she tries to continue with her study sessions, she attempts to mentally focus on a different topic rather than paying attention to what bores her. This method helps her accomplish tasks such as reading or analysing a text. If she has to study for a test, she recognised

that it is easier for her to discuss the contents to be analysed in different evaluations. When it

comes to the emergency online learning modality, Nieves admitted that she has lost willingness

to the point that she cannot read a text because she thinks it is boring. And to resist this, she

mentioned in the open questions that she started analysing the health emergency situation we are

currently in. For example, she thinks about the fact that during the pandemic we have been

unable to do many things that we used to do on a regular basis, but she cannot do anything about

it. That thought is what keeps her on track despite her feelings of boredom. Another method she

mentioned during the interview, was to start studying the topics that interested her the most:

> "Trato de partir por lo que me interesa igual, lo que más me llamó la atención de la
>
> materia. De ahí parto porque así sé que puedo empezar más motivada cuando estoy
>
> estudiando" (Interview).

Nieves also highlighted the fact that distance learning does not allow her to interact

with other classmates, thus, she would like to experience a more dynamic learning

modality.

Everything Nieves told us in the interview, and what she wrote on the open

questions, showed how self-regulated she is with what respects this control facet.

Regarding this, in Table 4.2.C we can notice how four out of five occurrences of this tag

were positive, meaning that this self-regulating aspect was present, and she had a very

clear idea of how to successfully deal with issues that would create boredom during her

learning. This is reflected in her average score on the self-regulation questionnaire, which

is 4.5 (see Table 4.2.C). Such a score shows her self-regulation in this area since it is over

4 points.

Emotion control: In the open questions, Nieves mentioned that she is generally capable of controlling her emotions when studying during the current distance learning modality. Nevertheless, she wrote that a lot of times her emotions get out of her control, even though that is not her intention. Nieves claimed that her emotions changed depending on the subjects she had to study. When the course for which she has to study interests her, her point of view and emotions become more positive:

> "(...) al principio es como ese sentimiento inicial, así como lata porque tengo que estudiar, ya pero después si es con una materia que me gusta, ya ahí cambia el enfoque, ahí cambia como me siento (...)"

Nevertheless, she mentioned that the whole studying process caused her to feel lazy because, as she claimed, it is not just planning and starting a study session. For her, the feeling she gets while being in this particular situation causes her to procrastinate.

Another major factor that affected her emotions was the online modality. Regarding this, she explicitly mentioned in the interview that she felt like it was just not enough to be studying English at home. She stated that she does not feel fulfilled or satisfied with this modality, which causes her a negative impact on her emotions. Despite this information, her self-regulation average was above 4 (see Table 4.2.C), which is the average that is considered the basis for saying that it has efficient self-regulating mechanisms to study L2 vocabulary.

Environmental control: In the interview, Nieves demonstrated that she was aware of the importance of having a comfortable space inside her house to study. She mentioned that she does not have a chair to use to sit at her desk and that it would be better if she could change this situation. In the written answers to our open questions, Nieves once again admitted that she has

never had an appropriate environment to study. Despite this, she wrote on the open questions that she does not complain about that problem because it has not affected her studies. She has managed to adapt herself by studying on her bed, which shows that she is able to regulate herself regarding different study spaces and environments:

> "(...) Me gustaría tener más espacio en mi habitación para por lo menos tener una silla en el escritorio para poder estar, así como, para poder sentarme y así poder estudiar así...mejor" (Interview).

Moreover, in the interview, she also briefly mentioned that her mood has been affected because of what she perceives as a lack of sense of community. She said that she wanted to meet and talk with people like her classmates. Nevertheless, it is extremely important to mention that during the interview there was no negative appearance of this type of control (see Table 4.2.C), which shows that Nieves is capable of adapting to new environments without affecting her academic results. Despite this information, her average score in the self-regulation questionnaire by Tseng et al. (2006) in this facet was lower than 4, which means that her self-regulation mechanisms are not working optimally or that she might know how to improve her environment, but the solution is beyond her reach.

4.2.3. Summary and implications related to the COVID-19 pandemic.

In relation to the COVID-19 emergency, Nieves -as well as her other classmates- accentuated the fact that the pandemic has negatively influenced her engagement regarding her academic performance, as well as her emotional states. She said that she would like to maintain social relationships so that she can complete her learning process. Nieves has demonstrated that she does not have effective strategies to cope with areas such as Environmental Control, while on

the other hand, she proved to have helpful mechanisms in the rest of the control facets. The scores that she had in the Tseng et al. (2006) questionnaire matched her responses in the open questions and the interview since the lowest score that she had was Environmental Control, with an average of 3.25 as can be seen in Table 4.2.C. Therefore, there is an agreement among the analysed elements.

Connecting this data with what was obtained from the Vocabulary Profile analysis, important details were noticed concerning Lexical Variety (see Table 4.2.B) since she did not use words from the K-5 and K-7 groups in the post-test, but she did use a higher percentage of the words that belonged to the band of the first thousand most frequent words (K-1). This means that Nieves' lexical sophistication experienced a slight decrease, but it is also positive since she presented a 4.5% growth regarding this first frequency band; this growth might be the result of her constant research on methods that help her to study. It can be concluded that the environmental challenges derived from the pandemic generated a drop in the majority of Nieves vocabulary growth areas, except for her Family/Token Ratio, which means that she learned and used more word families (see Table 4.2.A).

4.3. The case of Salome

Salome is a second-year student of the English Literature and Linguistics program from the University of Chile. It was the first time she was studying English Language Intermediate II. In the pre and post-test instances, results showed a decrease in vocabulary growth. The data gathered regarding Salome's vocabulary profile from the pre, and post-test is presented in Table 4.3.A:

Table 4.3.A

Salome's Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	145	97	-48
Types	162	108	-54
Tokens per Family	2.03	1.75	-0.28
Family/ Token Ratio	0.49	0.57	0.08

As can be seen in the table above, there was a decrease in most of the areas in the post-test compared to the pre-test. The decrease in the area of families was 37 families, in the area of types was 38 types and in the area of tokens per family was 0.31. The only variable that increased was the number of Family/Token Ratio (FTR) by 0.0.8, which indicated that there was more variety in the vocabulary used in the post-test than in the pre-test.

In terms of lexical variety, results were shown in Table 4.3.B:

Table 4.3.B

Results Regarding Salome's Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	80.8	85.5	4.7
K-2	9.4	5.8	-3.6
K-3	6.4	2.3	-4.1
K-4	0.3	1.7	1.4
K-5	0.7	1.7	1
K-6	0.3	0.6	0.3
K-7	1.3	0.6	-0.7

*Note: K refers to a group of thousand words, while the numbers represent the percentage of occurrence of these frequency bands in the results studied.

In the area of vocabulary diversity, there was a decrease in the lists of the K-2, K-3, and K-7, being 3.6, 4.1 and 0.7 respectively. However, there was an increase in the lists K-1, K-4, K-5 and K-6 and their results were 4.7, 1.4, 1 and 0.3 correspondingly. This means that Gregoria acquired more variety in her vocabulary, which is good when it comes to productive vocabulary testing. This may also be extrapolated to her receptive knowledge as well.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary learning. The different subcategories of self-regulation described by Tseng et al. (2006) are presented in a disaggregated form. Each column corresponds to Salome's scores in the

questionnaire, the number of times the corresponding concept appeared in the open questions, and then the number of times it appeared in the interview. A *P* indicates that the subcategory of self-regulation was reported as present, and an *N* was used to indicate that the subcategory was mentioned in the data and was evaluated as absent in the behaviour of the participant.

Table 4.3.C

Salome's self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control					$\tilde{x}$
	Quest.	Open Questions		Interview		Quest,	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N	
3.8	5.25	1/2	1/2	3/3	0/3	4.25	2/3	1/3	9/13	4/13	2.75	2/2	0/2	1/3	2/3	2.25	1/2	1/2	5/8	3/8	4.5	1/2	1/2	8/10	2/10	

*Notes: $\tilde{x}$ refers to the average score in the self-regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of self-regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of self-regulation is presented.

Quest. stands for questionnaire.

4.3.1. Self-Regulation Questionnaire

In table 4.3.C, results on the Questionnaire of self-regulation showed an average of 3.8, which according to Tseng et al. (2006) corresponded to 0.2 points under the considered minimum for a self-regulated student. In terms of *Commitment Control* (C.C), she scored 5.25 points; regarding *Metacognitive Control* (M.C) she reached 4.25 points; for *Satiation Control* (S.C) she only obtained 2.75 points; in *Emotion Control* (E.C) she had an average of 2.25 points, and in *Environmental Control* (EN.C) she scored 4.5 points. As presented in the table, the type of control with the higher average was C.C and the lowest was E.C. In this regard, if the scores are disaggregated, Salome was self-regulated in C.C, M.C and EN.C and had a lack of control in S.C and E.C.

4.3.2. Description and content analysis

The tags related to each of the subcategories of self-regulation obtained from Salome's interview were presented in Table 4.3.D. The most frequent tags identified were: *Metacognitive Control* (M.C), Environmental *Control* (EN.C), and *Emotion Control* (E.C)*,* with 13, 10, and 8 total occurrences, respectively. On the other hand, *Satiation Control* (S.C) and *Commitment Control* (C.C) were Salome's least frequent tags with 3 and 2 total occurrences, respectively. In relation to the number of tags, there were more positive tags present than negative ones, which were 26 statements that showed the positive control regarding the facets being studied and 11 statements that indicated lack of regulation in all the types of control. In brief, these results demonstrate that the participant used several mechanisms and strategies for each facet, but they might not be efficient enough to have the minimal self-regulation score, as shown in her score, 3.8.

Table 4.3.D

Summary of positive and negative tags associated with each subcategory of self-regulation:

Interview.

Control type	Positive (Present)	Negative (Lack)	TOTAL
Commitment	3	0	3
Metacognitive	9	4	13
Satiation	1	2	3
Emotion	5	3	8
Environmental	8	2	10

Commitment Control: In the open questions, Salome mentioned that her commitment had changed during the pandemic, it had decreased in comparison with her situation in a normal year, but it had not disappeared. This showed that she did not have a lack of commitment, but she did not have a complete engagement with the university and her studies.

Regarding the interview, Salome said that she always needed to be active, and this necessity of keeping herself busy was what has maintained her in the program. Moreover, the participant mentioned that she had always liked English; thus, this was an important factor to maintain her engagement with her studies. She mentioned that while evaluating her own progress, she had noticed an improvement in her abilities:

"Me mantiene motivada el pensar en cuando entre y como estoy ahora y darme cuenta que sí he avanzado un poco" (Interview).

In this quote, she claimed that being able to see her progress allowed her to look at the favourable results and increased her main goal, which was part of the proposed by Tseng et al. (2006) in the sense that this control facet points out to preserve the learners' engagement to reach their goals. In brief, Salome had maintained her engagement with her studies focusing on her progress, these explanations are in line with the high score obtained in the questionnaire in this particular area, 5.25.

Metacognitive Control: In the open questions, she mentioned that at first, she had had problems focusing and organising her studies, but then she started to set a schedule to study. Also, she indicated that using environmental sounds, such as YouTube videos had helped her to reach her goals.

In the interview, she mentioned that she focused her attention more on her English classes because they are more didactic and personalised. However, she showed a negative control (4 occurrences) because she lost sight of what was happening in theory classes like literature. Salome also mentioned that she was accustomed to studying at night as a study routine. Concerning this, she stated that when she was not fully committed to studying, she did not force herself to do it, but she did know that the next day was fully committed to study. She said: "Si puede ser que tenga prueba el viernes por ejemplo y comienzo a estudiar desde el lunes, pero ya el martes no tengo ganas. No me esfuerzo ese martes, pero el miércoles me levanto así con la mentalidad de voy a estudiar un poco hoy día." (Interview). This means that if she felt inspired, she would study, and that would get better results for her; therefore, she compensated for the days that she did not study on different days to do her pending duties.

Salome said that she needed to be sitting in order to study efficiently but sometimes she became uneasy because she was sitting and also, she did not feel like studying, so she ended up taking five minutes that turned into one hour. She knew that she tended to procrastinate a lot, which was a negative control. She used an artefact that keeps her hands in continuous movement during classes, which prevented her from getting distracted. Another negative tag was seen when she mentioned she was used to working under pressure. This was considered negative because the pressure she refers to could be associated with other-regulation and not self-regulation. Finally, she used a black pen to increase her productivity. She mentioned that she uses it as part of a ritualistic activity to begin her assignments using a black pen.

She obtained a 4.25 in the questionnaire in this subcategory of self-regulation, which was in agreement with her other responses in the open questions and the interview. Even though Salome did not have a lack of control in this facet, her description of her activities related to it showed that there is a need to improve her skills to have better *Metacognitive Control* (M.C) since, despite her self-monitory mechanisms, she tends to procrastinate and work under pressure.

Satiation Control: In the open questions, she explained that learning English in face-to-face classes was more stimulating for her than online classes. This could be understood as a lack of this type of control since the participant was referring to a situation that she had not experienced at university, so she had an idealised version of what face to face lessons were. In terms of boredom, Salome stated that she was more able to control her boredom than before. In fact, she reported that she had bought some toys to distract her hands while being in class, that way she did not lose track of what was happening in the class. Additionally, she put some background music to stay alert and silence other noises that may be annoying. That way, distraction did not come to her mind.

Within the interview, Salome mentioned something that would qualify as a lack of control in this area when she said that when she was not feeling like studying, she did not force herself to do it and waited until she felt like it: "Cuando no tengo ganas, realmente no me esfuerzo a hacerlo porque sé que en algún momento las ganas van a llegar" (Interview). This quote expresses her situation towards the lack of control over her willingness to start an activity, which was related to avoiding the tasks altogether because of this feeling.

Another example of lack of control in this area was identified when she admitted she was reluctant to set up her workspace because of idleness, that is to say, lack of interest regarding the task she has to perform. She said: "Entonces esa es como la flojera que me da. El tener que a armar mi espacio para estudiar (Interview). In this case, Salome had a lack of *Satiation Control* (S.C) since she did not attempt to start working on tasks that did not appeal to her in the first place.

To summarise, Salome had struggled with boredom in this modality and even though she tried to avoid it, sometimes she just gave up on it. In this regard, there was a lack of *Satiation Control* (S.C) as in the questionnaire, which scored only 2.75 points.

Emotion Control: In the open questions, Salome mentioned that the pandemic and online classes had affected her encouragement to study English because having lessons remotely was not the same as practising what had been learnt face to face. However, something positive is that she discovered that the music of some bands allowed her to relax while taking breaks from studying. This lifted up her spirits to continue studying.

In the interview, Salome mentioned that her need to be always active drained her up to the point of causing emotional breakdowns every 3 months. This clearly shows a lack of

Emotion Control (E.C) since she had not found a mechanism to regulate her negative emotions. Another example of a lack of control in this subcategory of self-regulation was presented in the way she had faced those breakdowns as can be seen in the next quote: "Claro. Si un concierto de música, así algo que me interese, compro harto alcohol, me curo bastante y como así, como dos días siguientes estoy como renovada." (Interview). Salome explained that she got drunk to compensate for her negative feelings such as feeling sad or lonely at night.

Concerning a comparison between the first and second year of university, Salome said that she learnt how to relax and ask the teachers for help when she could not finish her work in time. Moreover, she realised that it was not necessary to stress out for a grade when the teachers are understanding.

To sum up, Salome's responses in the open questions matched with her results in the Tseng et al. (2006) questionnaire since she obtained a 2.25 score regarding this facet, which was very low considering that 6 was the maximum score. Therefore, she lacked the control to face and regulate her feelings as she did not use different and effective mechanisms to overcome her emotional outbursts.

Environment Control: Regarding this last facet, in the open questions, Salome mentioned that she had an appropriate place because she and her family moved into a new house.

> "Considero que durante la pandemia sí he tenido un espacio apropiado. (...) Me cambié
> de casa, por lo que durante la pandemia pude decorar y remodelar todo lo que quisiera de
> mi nueva habitación. La habitación en un principio solo tenía una cama, por lo que tuve
> que adecuarla para hacerla funcional a mis estudios." (Open Questions)

Even though she only had her bed to study for university, she was able to adapt it to make it functional, which was an example of this subcategory of self-regulation since she was capable of controlling and making changes in her environment in order to feel comfortable studying. Also, in the interview, she highlighted that decorating her bedroom to make it suitable for studying made her feel productive. "Mi pieza está llena de dibujos, de fotos de artistas (...) pero para mí me hacen bastante productiva" (Interview).

In the current context, Salome felt that she had problems at the moment of learning, which showed her lack of control of this facet, but she also mentioned that had learnt a lot from her courses of the program.

She also stated that when she was alone at home, she used her time to study, which showed her ability to take advantage of her environment to do what she needed to do. Regarding this, when Salome decided that she was going to study, she lit scented candles, listened to some music, or left the TV on to add comfort to her study.

In brief, she obtained a 4.5 in the self-regulation questionnaire, and these results matched the data collected in the interview and open questions, showing that Salome did not have a lack of *Environmental Control* (E.C.), but she did not have complete control either; therefore, her use of environmental control mechanisms to improve her self-regulation were only in the process of developing.

4.3.3. Summary and implications related to the COVID-19 pandemic.

Considering the pandemic, in the open questions, Salome claimed that the pandemic context has helped her to calm down and acquire a less wild lifestyle, which means that she considers that it brought a positive change in her life. The participant said that before university

she always had multiple tasks and responsibilities and, due to the pandemic, she had to adapt to the new modality and, for instance, not entertain herself out of the house. In the interview, she made a comparison between the two environments, in which she had studied: non-pandemic and pandemic context and she realised that the COVID-19 context had forced her to slow down the pace her life had, which was highly demanding. This statement could be understood as the acknowledgement of the relevance of the environment in her study area as well as the fact that she had to stop her social life due to this specific context.

Bringing together all the results obtained, the data of the self-regulatory capacity of the participant can be associated with her outcomes regarding vocabulary growth and how the pandemic had affected her university life and studies.

Regarding Salome's results in the questionnaire by Tseng et al. (2006), most of the facets scored over 4 points, such as *Commitment Control* (C.C), *Metacognitive Control* (M.C) and *Environmental Control* (EN.C), being 5.25, 4.25 and 4.5, respectively. Nonetheless, the lowest scores obtained were *Satiation Contro*l (S.C) with 2.75 points and *Emotion Control* (E.C) with 2.25 points, which showed her lack of control. These numbers were in line with her performance in the evaluations made (open questions and interview). Even though she could have mostly control over her environment, she was unable to regulate herself without having external pressure. It was expected by her that having obligations and duties to fulfil allowed her to reach her goals. Thus, it could be concluded that she had several mechanisms and strategies to be self-regulated in most aspects, but it was not enough to be perceived as a self-regulated person, where the minimum is 4 and she scored 3.8 (see Table 4.3.C).

Finally, it could be recognised that the COVID-19 situation did not have a completely negative impact on her performance at university as she claimed because it was perceived as something positive for her lifestyle. In that sense, the positive growth observed in the vocabulary test, in terms of vocabulary variety and Family/Token Ratio (FTR), might have been related to the positive impact that this context had in her university life and to the new mechanism adopted by the participant during these two years. It is worth considering that the number of words used in the post-test was lower than in the pre-test which might have affected the difference in the results. Nevertheless, in order to better comprehend this situation, it would be necessary to do a more developed interview and research.

4.4. The case of Margarita

Margarita is a second-year student of the English Literature and Linguistics program from the University of Chile. It was the first time she was studying English Language Intermediate II. The data gathered regarding vocabulary profile from Margarita's pre, and post-test are presented in Table 4.4.A:

Table 4.4.A

Margarita's Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	141	107	-34
Types	155	124	-31
Tokens per Family	1.95	2.00	0.05
Family/Token Ratio	0.51	0.50	-0.01

As can be seen in the table above, the data gathered related to families, types, and Family/Token Ratio (FTR) decreased in the post-test in comparison to the pre-test of the participant, they decreased in 34, 31 and 0.01 words used, respectively. The only value that showed growth was the Tokens per Family area, with an increase of 0.05. This number indicated that Margarita used a more varied selection of tokens in each word family employed.

In terms of lexical variety, results are shown in Table 4.4.B:

Table 4.4.B

Results Regarding Margarita's Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	83.8	89.0	5.2
K-2	9.4	3.7	-5.7
K-3	3.2	3.2	0
K-4	0.7	1.4	0.7
K-5	0.4	0	-0.4
K-6	0.4	0	-0.4
K-7	0.7	0	-0.7

*Note: K refers to a group of thousand words, while the numbers represent the level of frequency that those groups have in spoken/written English.

In terms of lexical variety, Margarita presented a decrease in four out of the seven lists of most frequent words in English. There was a decrease of 5.7 in K-2, of 0.4 in K-5 and K-6, and of 0.7 in K-7. In the three thousand more frequent words in English, there was an increase in the number of words in K-1 of 5.2; in K-3, the number remained the same, 3.2, that is to say, there was no growth or decrease in this list. Finally, there was also an increase in the number of words used in K-4 of 0.7.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary learning. The different subcategories of self-regulation described by Tseng et al. (2006) are

presented in a disaggregated form. Each column corresponds to Margarita's scores in the questionnaire, the number of times the corresponding concept appeared in the open questions, and then the number of times it appeared in the interview. A P indicates that the subcategory of self-regulation was reported as present, and an N was used to indicate that the subcategory was mentioned in the data and was evaluated as absent in the behaviour of the participant.

Table 4.4.C

Margarita's self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control				
	Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview	
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N
3	5.25	1/1	0/1	3/5	2/5	2.5	0/1	1/1	11/16	5/16	3.25	1/1	0/1	1/6	5/6	1	0/2	2/2	6/7	1/7	3	0/1	1/1	4/5	1/5

Notes: $\tilde{x}$ refers to the average score in the self-regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of self-regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of self-regulation is presented.

Quest. stands for questionnaire.

4.4.1. Self-Regulation Questionnaire

Results on the Questionnaire of self-regulation showed an average of 3, which was one point under 4, the minimum considered to have self-regulation associated with vocabulary learning. In terms of *Commitment Control* (C.C), Margarita had an average score of 5.25; In *Metacognitive Control* (M.C), she obtained 2.5 points, while in *Satiation Control* (S.C) she scored 3.25. Regarding *Emotion Control* (E.C) she only scored 1, and in *Environmental Control* (EN.C) she had an average of 3 points. As presented in Table 4.4.C, the type of control with the highest average was C.C (5.25) and the lowest was E.C (1). As can be interpreted from these scores, the only area where she has self-regulation is Commitment Control.

4.4.2. Description and content analysis

The tags related to each of the subcategories of self-regulation obtained in Margarita's interview are presented in Table 4.4.D. The most frequently identified aspects of self-regulation were: *Metacognitive Control* (M.C), Emotion *Control* (E.C), and *Commitment Control* (C.C)*, with 18, 7, and 6 occurrences, respectively. On the other hand, *Satiation Control* (S.C) and *Environmental Control* (C.C) were Margarita's least frequent tags with 6 and 5 occurrences, respectively. It can be observed that there are more tags related to a positive management of these facets (25 comments), rather than negative ones (14 comments). Moreover, C.C, M.C, E.C and EN.C had more positive tags than negative ones, which is not the case of S.C, where there are more negative tags than positive ones. In sum, the data gathered shows that Margarita employed few strategies to control her studies, but it might appear that they are not effective enough to regulate the different areas evaluated as shown in her self-regulation score (3) well below the cutting point to be considered self-regulated.

Table 4.4.D

Summary of positive and negative tags associated with each subcategory of self-regulation:

Interview

Control type	Positive (Present)	Negative (Lack)	TOTAL
Commitment	3	2	6
Metacognitive	11	5	18
Satiation	1	5	6
Emotion	6	1	7
Environmental	4	1	5

Commitment Control: In the open questions, there was only one occurrence of this facet. Margarita mentioned that she had maintained her commitment to study English, and she added that she was in permanent contact with the English language, which reflected her commitment to not abandon her learning.

Regarding the interview, Margarita mentioned that thinking about obtaining a graduate degree was what had maintained her studying at university since she did not want to fail in another program, as she did in the past, where she did not finish the program. Even though this last idea could be considered as a negative reinforcement, it had helped her to maintain control regarding her engagement with her learning. A quote that reinforces her commitment is the following:

"Es algo que me gusta como carrera, no es algo que no esté disfrutando" (Interview).

Concerning this, she stated that she enjoyed studying at university because this degree was something that she liked, where she did not feel obligated to do it. As Margarita said, passing a course with the minimum grade was considered as achieving a short-term goal, which translated into a positive control of her engagement with her academic goals. Nevertheless, sometimes she felt that she wanted to stop studying, this comment was reported as a negative tag since there was an idea that could be related to a lack of control on the facet.

To sum up, Margarita has been trying to keep her commitment stable with different mechanisms as she commented, for example by keeping in mind finishing this program in order to obtain a degree. In general, Margarita had control over her commitment. There was balance between the positive and negative tags in the evaluations made (open questions and interview). These results are in line with her results in the Tseng et al. (2006) questionnaire, which were 5.25 points.

Metacognitive Control: Within the open questions, the participant mentioned an issue that was considered to be a negative tag when she claimed she has trouble keeping her routine going. This could be understood as a lack of regulation in the M.C facet because there was deficient management of her times.

In the interview, Margarita presented a negative control because she had trouble getting focused because of a mental disorder, which is ADD (Attention Deficit Disorder). In this sense, the online classes increased the distractions she had to deal with. Moreover, she noticed that by taking notes and highlighting the important parts it was easier to understand the subjects. Regarding planning, she said she did not plan how and when to study. She reported not knowing how to organise her time. However, she did plan her schedule on a daily basis as a short-term

type of planification. The problem she described, though, was that if things did not go according to plan, she ended up doing nothing.

In terms of distractions, she always tried to have something like a pen, an eraser, or a spinner in her hands to avoid getting distracted. Regarding online classes, she mentioned that "como muchas clases son grabadas, lo bueno es que cuando pierdo el hilo o cuando estoy tomando notas, puedo volver" (Interview). There was a positive aspect because she, as a person with attention deficit disorder, could use the recorded classes as an effective way to study and she actually used this strategy to her advantage.

Margarita explained, concerning the most difficult subjects, that it was difficult to sit down and review the recorded lectures. Another difficulty was related to studying itself where she mentioned that when she did not feel like studying, she tried to manage her leisure time to control her study time. As can be seen, there is the intention of monitoring her time to her different activities, but she got distracted easily by little noises, so she tried to play music to avoid losing her concentration with other noises.

Margarita obtained 2.5 points in the questionnaire of Tseng et al. (2006), which was quite low considering that the maximum score is 6. This score matches her responses in the open questions, where she showed her lack of control in her metacognition since she did not refer to the use of any mechanisms to focus her attention when studying. Nevertheless, there was no agreement between these results and the answers in the interview because, in the former, there were only negative tags present, while in the latter, there were more occurrences of positive tags. However, the essence is that she could not manage her metacognitive capacities since she mentioned several mechanisms as ideals of what she wanted to achieve, but not her reality.

Satiation Control: In the open questions, Margarita mentioned that in order to keep studying and avoid boredom she made sure to be in constant contact with the English language, which shows a positive Satiation Control since she knew how to keep herself entertained and in touch with the target language.

In the interview, Margarita said that she did not have strategies or mechanisms at the moment of studying, which showed her lack of control on the facet. The participant repeated several times that some subjects incite boredom, and she usually did not know how to eliminate it or add extra attraction to the task. Nevertheless, there was no explicit mention of English learning, so we cannot make any particular assumptions regarding this specific facet. However, we can still acknowledge that Margarita presented a lack of regulation to avoid boredom, which was in line with the score gathered in the questionnaire (3.25 points).

Emotion Control: The open showed that she had had trouble controlling her emotions regarding the university and the extra stress that the pandemic context had caused in her life. She reported being unable to manage her emotions, especially under the context created by the COVID 19 pandemic.

In the interview, she explained that she felt an emotional burden, and also ended up being frustrated when she had to study, and she avoided her assignments. Margarita also felt a guilty conscience for avoiding these tasks. She stated "siento culpa de no hacerlo" (Interview). Therefore, procrastination was described by her as when you did not have the will to do anything. She could not control this feeling and she felt guilty about it, and that was something that she repeated several times.

She obtained a score of 1 from Tseng questionnaire (2006), which matched her interview and open questions. She has a lack of control in this facet since she could not face the difficulties that appeared with online classes and pandemic context.

Environmental Control: In the open questions, Margarita reported that she did not have a space like a desk to study and she also got distracted by noises produced constantly in her home. Within these statements, she showed a lack of a proper space for studying and a lack of environmental control since she was affected by different factors that could not be controlled, such as noise.

In the interview, Margarita mentioned that she did not have a place to study, and she had been distracted by her pets and her family "Porque igual como que me vienen a hablar o como yo tengo mascotas, no sé. Mi gato se pasea por el computador cuando estoy haciendo cosas o mi perra se pone a ladrar" (Interview). She could not focus easily on her tasks or classes since her context was disruptive. Also, what seems interesting is that although she did not have an appropriate place for studying, she knew and recognised that having a space dedicated to the activity was important for her to achieve her objectives. One example of one of her attempts to control her environment was that she plays music to cancel the noises in her place.

To summarise, the results were 3 points in Tseng's questionnaire (2006) which matched partially with what she had told in her interview and open questions. She had a lack of this facet, but she was able to recognise what she needed to improve on it and has only a few strategies to deal with this issue.

4.4.3. Summary and implications related to the COVID-19 pandemic

Due to the pandemic context, Margarita claimed that she felt deep emotions such as sadness and frustration related to her university life. Regarding this, the participant stated that she felt a weight on her shoulders, which affected her commitment to the university and to her studies. Moreover, she said that maintaining a routine to study had been difficult for her because of the COVID-19 context.

Furthermore, Margarita said that in terms of her environment, she faced issues during this pandemic that negatively affected her studies, because she was easily distracted. The challenges found in her struggle to have a proper space have been considerable as can be noticed in the next quote:

"Ha sido difícil porque yo no tengo como propiamente tal un lugar de estudio como para dedicar a eso. Entonces, no tengo como ese espacio para mí, para poder como realmente concentrarme y hacer las cosas en la casa (...) Ha sido complejo" (Interview).

As the quote stated, being focused on this context has been difficult since Margarita did not have an appropriate place to study, she did not have her personal space. Additionally, she has been doing several chores at home that take time away from her university assignments.

Margarita stated that not having a desk was something that she would like to have in her study area, as well as silence similar to the one that could be found in a library. Moreover, in the open questions and in the interview, she emphasised that she lost her concentration easily with background noises, her pets strolling in her study area and her family members calling her to ask for favours. Nonetheless, it could be noticed that she lacked control in her environment, where she

had not made changes in her study place in order to make it comfortable and suitable for studying since the factors that affected her environmental control could not be managed only by herself.

In sum, the data corresponding to Margarita's self-regulatory capacity seems to be related to the results related to vocabulary growth and how the pandemic affected her university life and studies.

Margarita showed that she was not a self-regulated person because her score was 3 out of 6, considering that the minimum for being self-regulated was 4. Most of the areas evaluated were below 4, which were *Metacognitive Control* (M.C), *Satiation Control* (S.C), *Emotion Control* (S.C) and *Environmental Control* (EN.C), being 2.5, 3.35, 1 and 3, respectively. Most of these results were in agreement with her performance in the open questions and the interview since she showed very few mechanisms and strategies according to what she said.

Finally, Margarita demonstrated to have a lack of most of the types of control proposed by Tseng et al. (2006). These results might have been affected by the pandemic context and so might have been the date related to vocabulary growth since there is a negative perception of the COVID-19. Most of the areas evaluated showed a decrease, as well as the number of words regarding her vocabulary profile, except for the areas of Tokens per Family, which represents the number of tokens used in relation to each family, and the frequency bands of K-1 and K-4.

4.5. The case of Cesar.

Cesar is a second-year student of the English Literature and Linguistics program from the University of Chile. He was studying for the first time the course English Language Intermediate II. In general terms, Cesar's results caught our attention because results showed a decrease in vocabulary growth in the Families, Tokens and Family/Token Ratio areas. The data gathered regarding vocabulary profile from Cesar's pre, and post-test are presented in Table 4.5.A:

Table 4.5.A

Cesar's Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	139	122	-17
Types	151	138	-13
Tokens per Family	2.08	1.90	-0.18
Family/Token Ratio	0.48	0.53	0.05

As it can be seen in the table above, there was a decrease in the number of word families used in the post-test in comparison to the pre-test. There was a reduction of the use of seventeen-word families, while in terms of tokens per family the decrease was 0.18. Besides, the number of word types presented a decrease of 13 words. The only variable that grew from one test to another was the Family/token ratio (FTR), which represented the relationship between the number of word families and the number of word types that appear in a text. In the case of

Cesar, the post-test presented an FTR increase of 0.05. In the case of Cesar, the post-test presents a Family/Token Ratio with a slight increase of 0.05, which means that the students used more word families.

In terms of lexical variety, results are shown in Table 4.5.B:

Table 4.5.B

Results Regarding Cesar's Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	87.7	87.3	-0.4
K-2	6.8	5	-1.8
K-3	1.9	2.3	0.4
K-4	1.3	0.4	-0.9
K-5	0.6	0.8	0.2
K-6	0.3	0.4	0.1
K-7	0.3	0	-0.3

*Note: K refers to a group of thousand words, while the numbers represent the level of frequency that those groups have in spoken/written English.

This table displays the percentages of the use of words for each list of frequencies from the first more frequent one thousand words and four thousand words (K-1 to K-4). The number of words from K-3 by 0.4% also increased. However, the use of words in K-2 and K-4 decreased by 1.8% and 0.9%, respectively.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary learning. The different subcategories of self-regulation described by Tseng et al. (2006) are presented in a disaggregated form. Each column corresponds to Cesar's scores in the questionnaire, the number of times the corresponding concept appeared in the open questions, and then the number of times it appeared in the interview. A P indicates that the subcategory of self-regulation was reported as present, and an N was used to indicate that the subcategory was mentioned in the data and was evaluated as absent in the behaviour of the participant.

Table 4.5.C

Cesar's self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control				
	Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview	
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N
3.9	4,5	1/1	0/1	5/5	0/5	3.75	1/2	1/2	3/8	5/8	4.25	2/2	0/2	0/1	1/1	2.75	3/5	2/5	2/3	1/3	4.25	1/2	1/2	8/9	1/9

Notes: $\tilde{x}$ refers to the average score in the self-regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of self-regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of self-regulation is presented.

Quest. stands for questionnaire.

4.5.1. Self-Regulation Questionnaire

Results from the self-regulation questionnaire showed an average of 3.9, which was 0.1 under the minimum required to be considered as having self-regulation in the area of vocabulary learning (4 points). In terms of *Commitment Control* (C.C), he had an average of 4.5 points; in *Metacognitive Control* (M.C) he scored 3.75 points; for *Satiation Control* (S.C) he obtained 4.45 points; regarding *Emotion Control* (E.C) he only scored 2.75 points, and for *Environmental Control* (EN.C) he reached 4.25 points. As presented in Table 4.5.C, the type of control with the highest average was Commitment Control (4.5) and the lowest was Emotion Control (2.75). These factors indicate that Cesar is self-regulated in the facets of C.C, S.C and EN.C but there was a lack of control in the facets of M.C and E.C.

4.5.2 Description and content analysis

The analysis related to each of the subcategories of self-regulation obtained from Cesar's interview is presented in Table 4.5.D according to the different tags we identified. The most frequent tags were: *Environmental Control* (EN.C)*, Metacognitive Control* (M.C), and *Commitment Control* (C.C)*,* with 9, 8 and 5 occurrences, respectively. On the other hand, *Emotion Control* (E.C) and *Satiation Control* (S.C) were Cesar's least frequent tags with 3 and a single occurrence, respectively. The table shows that there were more positive tags, 18 occurrences, than negative tags, 8 occurrences, which could be understood as the use of different strategies and mechanisms to regulate each facet proposed by Tseng et al. (2006). However, the appearance of 8 negative tags indicates that there was a lack of some aspects of self-regulation.

Based on the data gathered from this interview, it can be confirmed what the open questions and the questionnaire displayed about Cesar's self-regulating capacities when learning.

That is to say, that the scores were in line with the information provided in the interview and questionnaire. Next, we will describe each self-regulating aspect that was mentioned in the interview.

Table 4.5.D

Summary of positive and negative tags associated with each subcategory of self-regulation: Interview

Type of Control	Positive (Present)	Negative (Lack)	TOTAL
Commitment	5	0	5
Metacognitive	3	5	8
Satiation	0	1	1
Emotion	2	1	3
Environmental	8	1	9

Commitment Control: Cesar was devoted to finishing this university program for different reasons. He provided quite an amount of information regarding this. First, he referred to the fact that he had a scholarship, and he would not like to extend his program beyond its original time. This was one of the reasons why he was devoted to studying a lot:

(...) Me gustaría no saltarme… O sea, no echarme ningún ramo para poder cerrar todo en el tiempo que debería ser, el tiempo de la carrera y aprovechar eso, la gratuidad (Interview).

In this quote, Cesar explained what kept him studying the program at university. Thinking about the pressure of not failing any course could be considered as a negative

reinforcement, but it had helped him to not abandon his studies. Another reason that made Cesar committed to his studies was the pursuit of an ultimate goal, which was to become an English teacher or some other type of professional in the area of pedagogy. This information was complemented with what he wrote on the open questions. In it, he mentioned that he felt the pressure of being the first generation of his family to attend university and he expressed the desire of not wanting to let anyone down.

The commitment control tag was presented in a positive way, with not a single occurrence that demonstrates a lack of this control facet. This means that the results in the questionnaire and open questions were aligned with the information gathered in the interview.

Metacognitive Control: In the open questions, Cesar claimed that he had several methods to keep in studying, such as taking notes, participating in study groups with friends and summarising study documents. This is perceived as positively managing his language learning and being able, in a way, to control procrastination. Nevertheless, the participant also said that he always completed his assignments at the last minute which shows a lack of metacognitive control.

In the interview, Cesar said he had tried to organise his time to study, and he knew how to manage his time by planning what he had to do when he had free time in the evenings. In the next quote, the participant explained what he did in order to keep himself organised:

"Intento como que siempre llevar un calendario mental de qué tengo que hacer para no atrasarme y no tener que andar corriendo así entre ver cosas para poder mantenerme al día y bueno, eso también ayuda, que yo no suelo faltar a clases por lo cual no tengo que verlas después grabadas" (Interview).

In this quote, Cesar described how having a mental calendar helped him to be organised in his studies and to keep up to date in his classes. In this case, the participants showed good management of his study routine. However, Cesar claimed that he was not able to control the boundaries of his leisure time since he usually spent more time than he planned on these activities affecting his concentration in classes.

He stated that regarding his efforts for planning his tasks, it was difficult for him to stay focused when he was surrounded by his cell phone or the television. Therefore, he recognised that these elements were the ones that he should avoid when studying because they made him susceptible to procrastination.

In sum, regarding Tseng et al. (2006) questionnaire, Cesar had 3.75 in this control, which is a low control on his metacognition considering that the minimum is 4. This score was in agreement with his responses in the other evaluations (open questions and interview) since Cesar had not been able to avoid procrastination, he got distracted easily and had trouble managing his entertainment times.

Satiation Control: During the open questions, Cesar mentioned that he had managed boredom. He reported to be keen on trying again after a taking some time off from studying when he had this feeling of boredom that interfered with his study sessions:

> "Y si llega a ganarme el aburrimiento simplemente descanso una media hora y lo intento de nuevo" (Open Questions).

In this quote, the participant had a positive control regarding Satiation since he used the mechanism of 'having a break' to avoid feeling bored. In the interview, he also stated that sometimes he did not feel like studying. His method to control this situation is to rest for a few

minutes to think about his personal goals, which is also linked to his strategic management of commitment control.

Additionally, he noted that when he is studying something new from his courses, he usually does it for a brief period of time; therefore, boredom does not set in. However, it is worth mentioning that this specific satiation control tag appeared only once in the interview (see Table 4.5.D), which is considerably lower than the rest of the control tags. Nevertheless, his self-regulation average demonstrated that he possessed some efficient mechanisms when it comes to this specific control facet. Therefore, his 4.25 score in the Tseng et al. (2006) questionnaire is aligned with his responses on the open questions and the interview.

Emotion Control: In the open questions, Cesar mentions that he had disruptive emotions related to his academic performance and that he had felt more stress than the year before. He mentioned that he had not suffered from stress with the different subjects, but he felt discouraged when he thought he did not have the best performance. These statements indicated that he was able to recognise his feelings, but he did not mention any strategies more than 'having a break'.

In the interview, Cesar said that he has lost his encouragement and got stressed because he had not become used to the online classes' modality. Another factor that made him feel this way is that he was not able to know and see other people at university and did not have direct contact with his classmates. When asked about things that affect his emotions at university, he answered:

"Un poco no haber podido conocer a la gente en la universidad ya que… Al contrario, o sea, nunca había, obviamente, nunca había sentido algo como esto, así, tener que estudiar

online, no poder ver a nadie en persona. Igual eso me está estresando un poco este segundo año. He estado un poco más desanimado" (Interview).

In the quote presented before, Cesar expressed the importance of the social aspect of university, which was not present during the online modality and has influenced emotionally his academic experience. The lack of socialisation had been an important aspect for this participant since he mentioned it several times. He added that seeing other people in the same situation as him, or people who are struggling with university made him feel better and less lonely.

Another aspect he added is his concern about not being able to see his friends regularly, which made him feel down sometimes because he reported that he could not socialise as he would like to. Also, he highlighted the importance of social interactions in the learning process. In addition, he stated that when he felt he was performing academically at a lower level, he began to feel discouraged for longer time periods. Still, he used the same method of taking a rest or a time for himself which worked as a boost for his inner feelings.

It can be interpreted that Cesar has struggled during the whole pandemic with the lack of social interaction. However, Cesar had found a group of friends who were in the same situation; this has helped him to feel less lonely and manage his emotions. But, despite this strategy, having this group of friends to support each other, sometimes it is not enough for him. He stated:

"(...) nunca había sentido algo como esto, así, tener que estudiar online, no poder ver a nadie en persona. Igual eso me está estresando un poco este segundo año. He estado un poco más desanimado. Por eso mismo, porque no hemos podido tener nada de clases presenciales, y lo más cercano a eso fue la visita que pudimos hacer al campus hace una semana y... Bueno eso, pero también igual lo he podido superar ese problema un poco gracias a que este año me pude

conseguir un grupo de amigos igual que… La mayoría tuvo ese mismo problema y todos estamos en cómo la misma situación, somos como estudiantes de primero o algunos de más adelante que tuvieron que congelar y eso igual me ha ayudado bastante a no sentirme tan mal" (Interview).

In this quote, Cesar demonstrated that socialisation plays a crucial role when it comes to his feelings and emotions. So, it is interesting to note that it is a factor that could trigger negative or positive emotional responses.

To summarise, in the questionnaire, his score was 2.75, which reflected his lack of control regarding his emotions and feelings when he had to study. This result is in line with what he said in the open questions and interview, showing difficulties in controlling his emotions. What is interesting about this facet, is the fact that even though Cesar was capable of identifying the importance of controlling his emotions, his questionnaire score demonstrates a low self-regulating capacity (see Table 4.5.C). Therefore, he still needs to work on this aspect of his self-regulation.

Environmental Control: Regarding this last tag, Cesar mentioned that when classes changed to emergency remote learning due to the Covid-19 current pandemic, his emotional state was affected to the point that he has felt a lack of enthusiasm because lessons are only held online:

> "Igual eso me está estresando un poco este segundo año.... onda, he estado un
> poco más desanimado. Por eso mismo, porque no hemos podido tener nada de
> clases presenciales (Interview)".

In this quote, Cesar highlighted the fact that his study environment has affected his emotions and his learning. Moreover, he did not possess the ideal physical environment in his

house to study and he told us that sometimes it could also be noisy; thus, it is not the best environment for carrying on with his remote classes or self-study sessions. Despite these inconveniences, he claimed that the background noise is not a big problem because it did not come directly from his own house, but from his neighbours.

Nevertheless, Cesar pointed out that not everything is negative from this particular and new learning modality. Because he could save the commuting time and now, he can easily get in touch with the friends and classmates he has made through online classes:

> "Igual, obviamente es diferente porque una vez que termino las clases no tengo que hacer un viaje del lugar de donde estudio a mi casa en el que igual podría aprovechar de relajarme o para leer algo que tengo que ver" (Interview).

Regarding the quote, he made emphasis on the difference between his routines before the pandemic and the current ones, where he had more time to spend on what he wanted since he did not have to travel to university to attend classes. In this way, it is important to highlight that Cesar's responses demonstrated that he had great control of his environment. This is in line with his results in the open questions.

He acknowledged that his space at home was not the most suitable one for academic purposes; however, he reported the use of strategies to facilitate his learning. This indicates that he was aware of his difficulties and is attempting to compensate for that by using different strategies. For example, he mentioned that even though he did not have a proper space in his house without noise, what he did was to study using earphones to listen to classes better, and also, to block the sound from outside.

In brief, this higher capacity of environmental control is certainly in agreement to the score he obtained in the self-regulating capacity questionnaire by Tseng et al. (2006), as well as with Cesar number of mentions or allusions to this facet (see Table 4.5.D).

4.5.3. Summary and implications related to the COVID-19 pandemic

Regarding the pandemic, Cesar made a comparison between the two environments where he had studied concerning his experience: Before COVID-19 when he was at school, and now with the current pandemic at university. Cesar explained that before the pandemic, he could regulate himself since he had different spaces to study. These different spaces at school -his classroom or the library- helped him to be successful and obtain good grades. However, with the arrival of the COVID-19, everything is different for him now. Even though Cesar said he had more time because he did not have to commute to university, he had to be responsible for helping his family with chores at home; therefore, he did not have as much time as it seems.

He explained that as he spent his time at home because of the current health emergency, he could be distracted easily when it comes to studying. Nevertheless, in this pandemic, he had created different methods and mechanisms to help himself to study such as taking notes, making summaries, and studying with friends. Emotionally, it has affected his personal relationships with his friends because he could not see them often, which weighs negatively on his feelings and emotions as he valued social interactions that he cannot have now, and the pandemic also had a detrimental effect on his academic achievement.

Cesar was not aware or did not have effective strategies to cope with areas such as *Metacognitive Control* (M.C). Regarding this, it might be perceived that his self-regulation became worse since he suggested that his studying skills were not as good as they could be, and

the pandemic worsened them. When asked if he felt this commitment while studying, he declared: "Diría que sí. Uso el diría, porque en general nunca fui bueno para estudiar" (Open Questions). In this quote, it can be perceived that he was not fully engaged with his studies, and it was reflected in the final score obtained in Commitment Control.

In sum, concerning all the results obtained, the data of the self-regulatory capacity of the participant was related to the results related to vocabulary growth and how the pandemic had affected her university life and studies.

It can be highlighted that his emotions were mostly negative ones, Cesar has felt discouraged and sad, and he repeated these words in different instances, so it seems that he has had trouble dealing with and controlling negative feelings. These scores that he had in the questionnaire match his responses in the open questions and the interview since the lowest score that he had was *Emotion Control* (E.C), with a 2.75 as can be seen in Table 4.5.C. Therefore, there is an agreement between the elements.

Another important point is that almost all the other types of control in self-regulation are over 4 points (the maximum is 6), which reveals that self-regulation is somewhat present. This contrasts the *Metacognitive Control* (M.C) and the *Emotion Control* (E.C) facets, which can be seen in Table 4.5.C. This last one is related to his capacity to avoid procrastination which he acknowledged was not good at all. Cesar mentioned that he had become even more stressed because he did not have time management skills. He stated:

> "(...) Bueno puedo relajarme un poco. Pero el problema es que no soy tan bueno auto regulando los tiempos del entretenimiento que hago (Interview). (...) y ahora siempre lo dejo para último momento" (Open Questions).

In this quote, when asked about his focus when it comes to doing his academic tasks at the right time, he said that he cannot organise his leisure time, and always leaves everything for the last moment, which demonstrates his lack of control regarding his metacognition.

In sum, it can be concluded that, overall, he has low self-regulation, which might be the reason that has affected his capacity to acquire productive vocabulary. This, because his Vocabulary Profile demonstrated a significant drop in all the areas evaluated, meaning that there was no growth in vocabulary within a year as expected for his level (see Table 4.5.A). This can be related to the low scores obtained in the self-regulating Capacity questionnaire since it could be observed that the high impact of the pandemic has badly affected his self-regulatory capacity as well as his academic performance. Despite this, he had Lexical Variety growth, where his knowledge about the first 1000 and 3000 words increased (see Table 5.5.B). This is positive since he has added new words from other frequency bands to his productive vocabulary repertoire.

4.6. The case of Gregoria

Gregoria is a second-year student of the English Literature and Linguistics program from the University of Chile. It was the first time she was studying English Language Intermediate II. In the pre and post-test instances, results showed a decrease in vocabulary growth. The data gathered regarding vocabulary profile from Gregoria's pre, and post-test were given in Table 5.6.A:

Table 4.6.A

Gregoria's Vocabulary Profile

	Vocabulary Profile		
	Pre-Test	Post-Test	Growth
Families	130	109	-21
Types	151	120	-31
Tokens per Family	2.23	1.94	-0.29
Family/Token Ratio	0.45	0.52	0.07

As can be seen in the table above, there was a decrease in the number of words used in the post-test compared to the pre-test. There was a fall in the number of families used in the post-test of 20 families, a decrease of 29 in the use of types, and a decrease in the number of tokens per family used of 0.29. These decreases indicated a lower vocabulary used than expected in the research. Moreover, these decreases demonstrated how Gregoria employed a more reduced range of families and types in her texts. Nonetheless, there was an increase in the

number of tokens related to each family (FRT) by 0.07, which represented a bit more variety in

her vocabulary. and that she used more word families as can be seen below.

In terms of lexical variety, results are shown in Table 4.6.B:

Table 4.6.B

Results Regarding Gregoria's Vocabulary profile in terms of Lexical Variety

	Pre-Test	Post-Test	Growth
K-1	88.7	90.6	1.9
K-2	5.8	4.2	-1.6
K-3	3.8	3.3	-0.5
K-4	0	0.5	0.5
K-5	0	0	0
K-6	0	0	0
K-7	0	0	0

*Note: K refers to a group of thousand words, while the numbers represent the level of

frequency that those groups have in spoken/written English.

In the area of vocabulary diversity, the second and third lists, K-2, and K-3, presented a

decrease of 1.6% and 0.5%, respectively. The growth in K-1 is 1.9%, which is relevant because

this is a key set of words to produce and understand texts. Besides, there was a growth of 0.5%

in the fourth list, K-4.

The following table presents a summary of the results of the different instruments that gathered information about the participant's responses about self-regulation in vocabulary learning. The different subcategories of self-regulation described by Tseng et al. (2006) are presented in a disaggregated form. Each column corresponds to Gregoria's scores in the questionnaire, the number of times the corresponding concept appeared in the open questions, and then the number of times it appeared in the interview. A P indicates that the subcategory of self-regulation was reported as present, and an N was used to indicate that the subcategory was mentioned in the data and was evaluated as absent in the behaviour of the participant.

Table 4.6.C

Gregoria's self-regulation scores

$\tilde{x}$	Commitment Control					Metacognitive Control					Satiation Control					Emotion Control					Environmental Control				
	Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview		Quest.	Open Questions		Interview	
		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N		P	N	P	N
3.9	5.25	0/1	1/1	1/2	1/2	2.75	1/2	1/2	4/6	2/6	5	1/1	0/1	2/3	1/3	2	1/2	1/2	4/8	4/8	4.5	0/1	1/1	1/5	4/5

Notes: $\tilde{x}$ refers to the average score in the self-regulation Questionnaire by Tseng et al. (2006).

P means Positive, while N means Negative.

Figures on the P columns refer to the total number regarding the presence of each subcategory of self-regulation as described by a tag, while the N column refers to the total number of appearances in which a lack of said subcategory of self-regulation is presented.

Quest. stands for questionnaire.

4.6.1. Self-Regulation Questionnaire

Results on the Questionnaire of self-regulation showed an average of 3.9, which was 0.1 points lower than the minimum of self-regulatory capacity, 4. In terms of *Commitment Control* (C.C), Gregoria had an average of 5.25. In terms of *Metacognitive Control* (M.C), she only scored 2.75; while in *Satiation Control* (S.C) she obtained 5 points. In *Emotion Control* (E.C) she just scored 2 points, and regarding *Environmental Control* (EN.C) she had an average of 4.5 points. As presented in Table 5.6.C, the type of control with the higher average was C.C (5.25) and the lowest was E.C (2). These variables indicated that Gregoria had a self-regulatory capacity in C.C, S.C, and EN.C while there was a lack of control in M.C and E.C.

4.6.2. Description and content analysis

The tags related to each of the subcategories of self-regulation obtained from Gregoria's interview are presented in Table 4.6.D. The most frequent tags identified were: *Emotion Control* (E.C), Metacognitive *Control* (M.C), and *Environment Control* (EN.C)*,* with 8, 6, and 5 occurrences, respectively. On the other hand, *Satiation Control* (S.C) and *Commitment Control* (C.C) were Gregoria's least frequent tags with 3 and 2 occurrences, respectively. Concerning the tags occurrence, there is a balance between the positive and negative ones since there are 11 and 12, respectively. Although there is a bigger presence of negative tags, the balance of them might show that Gregoria is still working towards having self-regulation in the area of vocabulary learning, according to her 3.9 score.

Table 4.6.D

Summary of positive and negative tags associated with each subcategory of self-regulation:

Interview

Control type	Positive (Present)	Negative (Lack)	TOTAL
Commitment	1	1	2
Metacognitive	3	2	5
Satiation	2	1	3
Emotion	4	4	8
Environment	1	4	5

Commitment Control: In the open question regarding commitment control, Gregoria expressed that she has felt less interested in her studies sometimes, which indicated how her engagement with the university might have been decreasing through the two years of emergency online learning.

According to the interview, the participant stated that she always loved English and her desire to be a teacher was what made her keep on trying to achieve her goals. This statement was tagged as a positive approach to Commitment control, since it was related to the preservation of the original goal, in this case, being a teacher. She also had a negative approach when she pointed out that her objective at university was not clear saying that "¿Estoy yendo hacia alguna parte?" (Interview). It was characterised by a negative connotation since she was losing her goals and obligations.

To summarise, Gregoria had been struggling with keeping her commitment to the university and her main goal. There was a balance between negative and positive tags in the interview, one in each category, and there was one negative tag in the open question. This identification of tags was not in agreement with the points obtained in the questionnaire, 5.25. However, it is considered more prevalent the answers given in the interview, in which she is considered to have a lack of *Commitment Control*.

Metacognitive Control: Gregoria talked about metacognitive control on three occasions during the open questions. First, the participant declared that she got distracted easily which was clearly a lack of this type of control. Second, the statement "suelo (...) dejar todo para el final" (Open questions), which was tagged as negative. She showed a lack of control since there was procrastination. And third, she added that she would rather do her tasks when she was in the mood to do them. This declaration could be understood as procrastination and as a negative mechanism to control her emotions to study. On the one hand, it might be procrastination because she let time pass in order to find a better moment to study and complete her assignments.

In the interview, there were five tags identified, three positive and 2 negatives. She had a routine to study in the afternoon after her online classes. Besides, she had strategies to keep on studying such as searching for audiobooks or summaries trying to maintain her concentration in the task. However, the participant declared that she got disturbed by the slightest thing. In fact, she recognised that it had been hard to maintain her concentration during her different assignments. She also said that she had tried to get her focus back, but it had been difficult to achieve much more than paying attention to her online classes.

In brief, Gregoria had a lack of metacognitive control as could be appreciated in the open questions and in the interview which was also in agreement with her low score of 2.75 points obtained in the Questionnaire.

Satiation Control: In the open questions, Gregoria talked twice regarding Satiation Control. Gregoria mentioned that she lost her eagerness to do something when her interest disappeared, which was tagged as negative since it was understood that she could not find something attractive in the task itself. However, when she said "si me aburro, veo alguna serie o película en inglés, ya que siento que de esa manera estaré aprendiendo igual" (Open Questions), it was tagged as a positive control of the facet. When Gregoria was in the mood of not doing anything, she used a mechanism to avoid feeling like procrastinating and more like studying, which was watching English TV series or movies. However, it might just be an excuse to watch TV and avoid her own assignments.

In the interview, she stated that even though she liked literature because she liked reading, she did not like what she had to read in the course. There was a negative tag because she did not use a strategy to deal with her dislike which means a lack of control on the facet since she felt obligated to read what she had to, even though it was her duty since it's part of the programs' course. Also, she said that when she was not fully engaged while studying, she takes a break. She mentioned: "si sé que no me va a salir algo que realmente me guste como va a quedar, entonces lo dejo de lado para seguir otro día más tranquila" (Interview). It was understood that she did not force herself into studying because she did not want to do a mediocre job, she tried to do a good job while studying, which was a positive control on the facet. However, it might be considered as procrastination because she was postponing what she had to do, and she knew it.

In sum, there was no agreement with the results obtained in the questionnaire since Gregoria had a high score on this facet with 5 points, but in the open questions and interview, she showed a low control on Satiation with her responses. For a better understanding of these results, a broader view needs to be applied in terms of all the facets of self-regulation.

Emotion Control: In the open questions, Gregoria talked about how much she had tried not to feel overwhelmed when she did not like her assignments. She stated that those feelings such as sadness, anxiety, frustration, etc. are generated mostly by her studies and she could not control them to prevent them from affecting her university life. Thus, even if she tried to deal with those emotions, they usually disrupted her studies.

In this regard, in the interview, she expressed positive control because she cared about not being stressed at night. She set aside this specific time to compose herself and be calm by listening to music to cheer her mood, so she could study in a better way. Regarding how she controlled her emotions, the participant expressed that "Intento hacer otra cosa que ayude así como a volver a mi estado normal (...) Ver series, ver películas, escuchar música" (Interview), this presented a positive control that used the strategies related to watching movies, series and listening to music as a way to distract herself. Nevertheless, she also showed a lack of control when she felt low because of the isolation that came along with the pandemic shutdown, and also when mentioned that she somewhat forgot her main goals. Gregoria did not mention any type of mechanism or strategies regarding the management of these emotions.

To summarise, Gregoria presented a lack of this type of control. Tseng et al. (2006) proposed that a self-regulated person in terms of *Emotion Control* (E.C) was able to manage disruptive moods and conduct good ones. In that sense, the participant could not manage her

emotions and tried to conduct better ones unsuccessfully which agreed with the 2 points

gathered in the questionnaire.

Environmental Control: In the open questions, Gregoria explained that she did not have an

appropriate area to study. Normally, she reported, there has been a lot of noise in her house and

that made it difficult to study without getting distracted.

In the interview, most of the instances where this facet appeared were tagged as negative

because there was a lack of control. She recognised the necessity of space to study and expressed

that she has not had an appropriate space where she could only focus on studying. She used

several places in her house depending on their availability since she did not have a specific place

that fulfil her needs in terms of study. The last claim she made was to identify that not having a

suitable location affected her self-regulation, saying that: "Encontrar un lugar específico está

como medio complicado…" (Interview). She expressed that she had struggled to find a specific

place and it had affected her studies.

To sum up, Gregoria showed a lack of this type of control, but she perceived the

relevance of a proper space at the time to study. These results were not in agreement with the

score obtained in the questionnaire, which was 4.5. We might deduce that in spite of her difficult

circumstances in terms of space, she is still trying to cope with the circumstances.

4.6.3. Summary and implications related to the COVID-19 pandemic

Due to the pandemic context, emotion and commitment control have been the most

affected in the case of Gregoria, mainly the first one. This happened since she stated that being

in a lockdown, isolated and being alone allowed her to overthink and feel negative emotions.

She got depressed by overthinking about her grades and how the semester was developing.

Moreover, thinking about her grades triggered bad emotions related to her main goals and objectives saying that:

> "Ver como mis notas o por ver cómo me ha ido en el semestre y entonces como que digo... Como que realmente ¿Estoy yendo hacia alguna parte?… entonces ahí como que me bajoneo..." (Interview).

As the quote described, Gregoria struggled to keep her objectives in focus because of these disruptive emotional states produced by the pandemic and the online modality. In the interview as well as in the open questions, Gregoria stated that she has been emotionally affected by the pandemic context.

Considering all the results obtained, the data of the self-regulatory capacity of the participant was related to the results related to vocabulary growth and how the pandemic had affected her university life and studies.

It was important to highlight that almost all the other types of control in self-regulation were over 4 points (the maximum is 6), which revealed that her self-regulation was present within her learning process, excepting the *Metacognitive Control* (M.C) facet and the *Emotion Control* (E.C), as can be seen in Table 4.6.C. Regarding her *Metacognitive Control* (M.C), she assumed that she got distracted easily and had problems organising her time since she left everything for the last moment. Then, with *Emotion Control* (E.C), she had experienced mainly negative emotions and feelings and had problems dealing with them, which interfered with her studies. Thus, the responses that she gave concerning these facets in the open questions as in the interview agreed with her results in the questionnaire since she had low scores (2.75 and 2, respectively).

To conclude, it can be said that Gregoria had low self-regulation, most likely, due to the pandemic context as can be seen in the results of her scores in the questionnaire, which could have interfered with her capacity to acquire new vocabulary as can be seen in her results in the Vocabulary Profile tables (see Table 4.6.A and Table 4.6.B), which showed a drop in the post-test in some areas evaluated as families, types, tokens per family in comparison to her pre-test. Despite this, the mechanism used by Gregoria to keep on studying even though she had no eagerness might have helped her to acquire a slightly broader variety of vocabulary since the data gathered in her texts showed an increase in the Family/Token Ratio (FTR; see Table 4.6.A) and the use of more words in the first more frequent one thousand words in English (K-1; see Table 4.6.B).

5. DISCUSSION OF RESULTS

In this section, we will discuss our research findings. As the present study adopted a qualitative approach as a strategy of inquiry, we will build on each of the case studies reported in the previous section to offer an in-depth discussion of our findings. As such, the results displayed in the multiple tables presented earlier will be interpreted through the themes found in the interviews and open questions gathered besides the questionnaire.

First, students' lack of commitment diminishes their autonomy since they are not capable of finding new metacognition strategies for guiding their own learning process. Related to this, it is the concept of agency, which is the quality of taking action, as active participation and looking for goals, being the starting point for their autonomy (Oxford, 2017). Therefore, their lack of commitment affects their agency and autonomy.

Second, it is worth mentioning that most of the participants' vocabulary profiles had an increase regarding the first frequency band, that is to say, the one thousand more frequent words in English (K-1), by comparing their pre and post-tests. This phenomenon might have occurred because the growth in the different areas of vocabulary knowledge does not grow accordingly within the students' learning process, in this case, breadth knowledge. As González-Fernández and Schmitt (2017) mentioned, it is more likely to have an increase of vocabulary quantity (breadth) rather than quality (depth). It is important to say that frequent exposure to the L2 boosts vocabulary acquisition; this contact allows its enhancement and strengthening of new lexicon. Nevertheless, their exposure to the language was not so much, that might explain their lack of growth in other bands.

And third, several themes were identified in the responses of the open-questions and in the interview. Those themes will be discussed separately in the following subsections.

5.1. Emotional responses to the impact of the pandemic

Our findings show that students' emotional responses to the pandemic did produce certain changes in the development of their self-regulation strategies. It is highly relevant to mention that all the gathered data from the questionnaire revealed that five out of six participants scored below the minimum in the area related to emotion control. Several of the experiences narrated provided evidence that students have a very low tolerance for feelings of frustration, and in the particular case of Margarita, she even mentioned that she has felt guilty when she does not feel in an optimal psychological state to study. This salient information provided us a relevant reason why self-regulation mechanisms can be affected since students' personal issues had influenced their academic performance.

Additionally, another factor that we must consider is what Asún et al. (2021) presented with respect to the study of the emotions that the pandemic has generated in young people. Their findings support this relationship between young people's feelings and their impact on their behaviour. This can be exemplified with the case of Salome, who revealed that in order to face the negative feelings she feels, she resorts to drinking alcohol to feel relaxed. Certainly, regarding this particular case, we can say that the pandemic generated a negative mechanism derived from the inability to control her emotional states. This absence of positive mechanisms to control emotions may also be due to avoidance of pessimistic states, as mentioned by Nieves during the interview. In it, she stated that when she is going to study and she doesn't feel like it, she just puts those feelings aside which also implies procrastination.

Another theme that arose in the data from several participants is related to their feelings of solitude. Regarding this emotion/state, we can say that it is a trigger of pessimistic emotions that derive from this context of emergency remote learning. Examples such as the cases of Cesar, Gregoria and Salome emphasise the importance of the need to feel accompanied during the learning process. These ideas are in line with Oxford (2017) who highlighted the relevance of the interaction in the classroom and peer sharing when it comes to the construction of knowledge.

Finally, it is important to acknowledge the fact that despite all of the aforementioned, participants still tried to improve their negative moods. They recognised that they were able to achieve this by doing activities they find enjoyable, such as listening to music or watching movies. Cases such as Gregoria or Salome demonstrate that participants are conscious of the importance of taking some time to relax, and how that helps when it comes to improving their learning experiences.

5.2. Pressure concerning studying at university

Throughout the analysis, several themes emerged as the participants' answers were evaluated. Within the answers, there were the perceptions of the participants towards their possibility to remain as a student at university, where they commented on their experience of two years studying in an online modality during a pandemic. In this context, the pressure theme came up from different ideas that the students introduced, where it seems that such pressure has guided their lives in regard to their studies. Some of the individuals commented that they felt the stress of studying at university since they are the first family member doing it and they also have the burden of not disappointing their beloved ones.

As Cesar pointed out: "tengo el peso de ser el primero en tomar una carrera universitaria en la familia y no quiero (ni puedo) decepcionar a mi familia" (Open Questions). It seems that he feels responsible for what his family might think if he dropped out of university or if he failed any course of the program.

Moreover, a few participants mentioned that this university program is the second one that they are studying and that they cannot abandon the program because they are already studying in it. It seems that the participants feel responsible for finishing the program at all costs since they have scholarships to maintain, it was a unique opportunity, or they do not want to feel that they have wasted their time studying as Aquiles, Nieves, Margarita, Cesar mentioned on the open questions and interview.

It is important to highlight that some interviewees mentioned that they put pressure on themselves to study because they are used to working under pressure. It is a necessity for some participants in order to work and be productive. Also, it was mentioned by a few that pressure made them conscious about their responsibilities and how their actions affected their studies. Even though they did not want to do anything, they forced themselves to do their tasks, or they could feel guilty about procrastinating. This can be seen in Margarita's interview when she said:

> "Sí, pero igual siento ese cargo de conciencia… Como que si igual me queda como ese bichito diciéndome como ya teni' que estudiar. Como que igual después siento culpa de no hacerlo. (Interview).

She feels responsible for her studies, where it seems that she wants to do her duties even if she does not feel like it in order to pass the course, even if it is with the minimum grade to avoid feeling and thinking about guilt, as she mentioned in the interview.

In sum, pressure pushes students to be conscious about their actions and how they can affect their studies if they are not responsible enough. Such pressure can be turned into something positive that can support, for example, commitment control allowing them to focus on their final goal; or metacognitive control helping students avoid procrastination. However, it can be negative if it creates feelings that cannot be controlled, such as guilt or anxiety taking a toll on emotion control. In sum, even though this mental state might be perceived as negative since it can occupy a lot of mental space, it seems that it has helped participants to self-regulate in their studies, preventing them from dropping out from this program in spite of the pandemic context, in which they are currently living.

5.3. Importance of socialisation

As explained previously in the theoretical framework, the Sociocultural Theory (SCT) of mediated learning by Vygotsky (1978) claims that learning a language forms part of the high order mental processes that need to be mediated with the interaction with a more capable other as a support to reach the expected level of learning. Moreover, what is most significant for this research is that as a result of this mediated learning process, the outcome is effective self-regulation (Oxford, 2017).

The majority of the participants mentioned how the lack of face-to-face socialisation in their second language learning process made it harder for them to improve their language competence. They also mentioned how the Emergency Online Learning (EOL) has its faults regarding this since they are not used to having lessons at home which is a place where that is not supposed to occur. So, they don't feel at ease as they did when they faced their traditional

modality of learning. A clear instance of this is what was pointed out by Aquiles during the interview:

"Había más autoridad en un lugar físico, como un liceo o una universidad, donde sientes como una presión, inconscientemente sientes como una presión de que ya, tengo que estudiar, estoy en zona de estudio, cálmate, relájate…" (Interview).

Aquiles mentioned this aspect of the EOL as something missing nowadays because of the online modality. The implications of the physical and sociocultural environment seem to influence these students' learning outcomes. Aquiles said that the pressure and authority that he used to feel in face-to-face learning is not present in his EOL and that influences the way in which he learns through this online modality because his home is not the correct space to attend lessons and try to learn a language.

Regarding the community of practice, students recognised that this lack of interaction with peers and professors affected not just their emotions and motivation to study, but also their opportunity to improve their communicative proficiency in the target language. As Nieves pointed out:

"me gustaría poder relacionarme en ese idioma con otra gente, porque a veces siento que no es suficiente para mí solamente estar aprendiendo y siguiendo aprendiendo inglés desde mi casa (…) Sí, me gustaría más eso, una interacción. Y la experiencia online no me lo da" (Interview).

For Nieves, not having this community of practice and not feeling the interaction of learning collectively makes her feel that her learning process has not advanced. In other words, she has not become a member of a community of practice. It is hard for her to observe her

current level of development in her Zone of Proximal Development and that implies that it is even more difficult to learn from her peers and advance with her classmates. Moreover, the lack of social interaction might have affected the development of their self-regulatory capacities since Zimmerman (2002) states that the primary source, where the students can learn self-regulatory mechanisms is through social output.

5.4. Relevance of the environment

As a consequence of the pandemic context, the modality to have lessons changed, and with it, the place dedicated to this activity. Some participants highlighted the importance that the environment has at the moment of studying. They all pointed out the importance of having a comfortable place where they can concentrate. Most of them consider that it is crucial to have a desk and a chair as minimum requirements for a suitable environment. Despite this, some students stated that they cannot count on a specific place where they feel comfortable doing their assignments, as we can appreciate in the case of Nieves, who expresses she wishes she could have an adequate place since she studies in her bed. We also observed the case of Gregoria, who has to study in any place she finds available in her house. Both participants stated that this directly affected their academic performance, which demonstrates a challenge for their environmental control.

Another factor regarding the environment that participants highlighted is the difference that face-to-face modality and the current context have and the benefits that the former offers. Students cannot have in their homes the same spaces that, for example, the university has to study such as the study rooms or the library, where there are not as many distractions or noise as they already have in their homes. Regarding this topic, Margarita expressed in the interview:

"Como mínimo yo creo que sería como silencio porque de verdad que me cuesta como mucho mantenerme concentrada por mucho tiempo y también como… como ruidos mínimos igual hacen que me desconcentre. Entonces, yo creo que podría ser como ese silencio que uno puede tener, no sé, en una biblioteca por así decirlo." (Interview).

Based on that, it is crucial to acknowledge the important role that the environment can have over the students and their way of studying, as well as the efforts they have to make to try to create strategies to compensate for the negative impact that the lack of an appropriate space can have in their learning process.

5.5. Perceptions regarding the pandemic context

Most of the comments about how the pandemic has affected these participants have negative connotations. One of them stated that the lockdowns and the context did not allow him to meet with his friends, while another participant said that she would like to speak with other people in the language she was learning. Also, within this context the participants had to take more responsibilities at home because they had relatives who were very vulnerable to the virus, which interfered with their times concerning their studies. Regarding this, it seemed interesting that one participant did not highlight the pandemic, but, instead, she complained about the modality. This can be observed in the following quote: "Porque a veces siento que no es suficiente para mí solamente estar aprendiendo y siguiendo aprendiendo inglés desde mi casa" (Interview).

Concerning being at home, Gregoria said that being confined had made her feel so alone and isolated, which can be related to Margarita´s case as she explained that being at home has been hard since her context had not helped much when she mentioned frequent interruptions at

home and her pets as a factor of distractions. In this regard, Aquiles mentioned that the pandemic has meant some kind of pressure on the emotional level. He stated that this happens due to the burdens of caring for his own health and not becoming infected. Additionally, in terms of studying, he said the pandemic has not affected this matter directly. The issue is the online modality because in his experience at school he had to strictly follow the rules and now, simple things such as arriving at classes early are difficult to do when the authorities are behind a screen.

The only participant that expressed something positive about the pandemic was Salome, who indicated that the lockdown helped her to reduce her tasks and activities allowing her to reduce the pace of her style of life. It is important to highlight that the tendency in the thoughts about the pandemic was negative. As we previously mentioned, some of their opinions were related to the social aspect that lockdowns, for instance, have brought, feelings of isolation or desires of the experience of studying with classmates' face to face. A few responses were about the space they had and the environment they experienced in their houses. In contrast with the tendency, one participant could see and use this context as something positive, since it made her re-organise her life and that resulted in a benefit for her.

5.6. Emerging themes

Throughout the analysis of the different tags in the open questions and in the interview, some statements reflected themes that could not be directly related to the types of control present in the subcategories of self-regulation. One of the emerging themes is the use of the term 'idleness'. This term first appeared in the answers related to *Commitment Control* and *Emotion Control* of one of the participants and it remains a relevant concept to be tagged. However, the

lack of information regarding the meaning that this word has for the participant led to the addition of the question "Algunos de tus compañeros han mencionado que sienten flojera cuando estudian, ¿te ha pasado? Si la respuesta es sí, ¿cómo la definirías?".

In the interview, most of the answers related to this term were connected with *Emotion Control* where the participants defined it as 'ganas de no hacer nada', that is to say, not being in the mood to do their assignments. The participants also mentioned that this term is related to the feeling of tiredness and wanting to lie in bed as long as they can; one of the participants added that is like not being really 'there'. Nevertheless, one participant related 'idleness' to *Satiation Control*, where they rather did other activities than their tasks; another participant associated it with *Metacognitive Control* since the start of the study time evoked 'idleness'; thus, the start of procrastination.

In relation to the use of the term 'idleness' is the comparison with the term 'annoyance'. Some participants mentioned that they felt annoyance and idleness for different reasons and in different situations. For instance, Margarita stated that feeling annoyance evokes the pressure to do her tasks even if she did not want to do it; however, when she felt idleness, she related it with boredom and she ended up not doing the task. Both terms can be found in similar situations, but they recall distinctly different emotions. Nieves also mentioned that she felt annoyed when she was getting ready to study, that is to say, the start of the study process.

As has been mentioned, the opposition of these terms, idleness and annoyance repeated themselves through the participants. This opposition was highlighted by the research team to be further discussed; however, more information is needed to better understand this phenomenon.

In sum, most of the participants' results shared commonalities regarding the self-regulating control facets that are interesting. What needs to be addressed first, is the fact that five out of six participants resulted to be below 4, which is considered to be a low level of self-regulation. These averages were highly affected by the low levels of emotional control of each participant on the questionnaire, and this information is supported by the perceptions that were revealed during the interviews. Another important factor that was present across the board, was emergency online learning in the relationship between their emotional states and the learning environment. They recognise the importance of having an appropriate setting to carry out their academic work, and not having it made it harder for them to accomplish their goals. Despite this, the participants were able to overcome this situation and continue with their studies at their program.

Finally, when it comes to their perception regarding the current pandemic, most of the participants recognised that the pandemic had a negative impact on them when it comes to their academic performance. This influence was mainly regarding the *Emotion Control* facet as well as the *Environmental Control* one, leading to emotions such as loneliness, frustration and/or laziness. Undoubtedly, this led to the results described in the Vocabulary Profile of each participant, which show a decrease in certain aspects. However, there was also growth in terms of lexical frequency and vocabulary variety, which is still interesting to acknowledge.

6. CONCLUSIONS

The COVID-19 context has changed the way in which university life is known, and; thus, how students learn. In the current study, vocabulary acquisition is a core element as the self-regulatory capacity of the students associated with vocabulary learning, where both aspects are situated in the emergency online modality due to the COVID 19 pandemic. Considering the novelty of it, little research has been done regarding the implications of this modality in the academic performance of students.

In order to describe the possible gains of vocabulary, the self-regulatory capacities of the students and the effect of the pandemic in these elements, a longitudinal case study was done using different data collection methods such as a questionnaire, written questions, and an interview. Results demonstrated that most of the participants scored low self-regulation averages as well as a decrease in most of the areas of productive vocabulary, except for vocabulary variety. It seems apparent that the COVID-19 pandemic negatively affected the academic performance of the participants and their capacities to self-regulate in the areas of control proposed by Tseng et al. (2006). An important result in this study is the relevance given to the lack of socialisation experienced by the participants since there is a lack of connection with the community of practice represented by students and professors due to EOL, which is in line with the Sociocultural Theory proposed by Vygotsky (1978).

The results mentioned early highlight how the two years of the COVID pandemic has affected the vocabulary growth of the participants. In these cases, minor gains were reported in the post-test. As previously mentioned, there were two areas that showed a vocabulary increase. The first one was the Family/Token Ratio variable, which represents more lexical variety in a

written text. The second one corresponds to the use of more words belonging to the one thousand most frequent words in English, K-1. As the results were evaluated and analysed, it was found that in the self-regulation capacity, the facets of Emotion (E.C) and Environment (EN.C) were the ones the participants had little control over, as they had trouble finding mechanisms to overcome difficulties in the pandemic conditions. Therefore, those areas seem to have had a greater impact on their studies and on their ability to acquire vocabulary. Throughout the development of this research, it was observed that the pandemic influenced in different ways all areas measured.

These findings can be used as a starting point of the implications that the pandemic has had on the students during the two years of this modality. The acknowledgement of these implications might help to provide students with better mechanisms to improve their studies and better strategies to manage their self-regulating capacities, especially *Emotion Control* and *Environmental Control*, which might lead the students to better acquisition of vocabulary and other areas of the language.

In the future, respecting situated cognition, different dynamics of practice among study groups could be investigated regarding L2 vocabulary acquisition growth. As we have understood the importance of the community of practice (which affected the encouragement according to some of our participants) between students in EOL, it could be compared if there is a significant change in the proficiency related to productive vocabulary knowledge in face-to-face classes, and if there are new self-regulation mechanisms that could emerge in these study group dynamics. Apprenticeship as a model of learning implies that the first model that the student has is the teacher, but later on, the student gains encouragement to rethink this role and pass it to one another, which is also related to scaffolding or guided assistance. Said educational

models were affected by this novel pandemic context, as well as the students' capacity of autonomy and consequently, self-regulation. Our research demonstrated this relationship and implications regarding a small sample of students from a specific university program, but we suggest increasing the population sample in order to carry out a quantitative study in order to attain a greater knowledge about this new learning modality phenomenon, as well as to expand the research area to other disciplines rather than SLA.

Since this study presented a qualitative approach, no generalisation could be made in terms of the negative impact of the pandemic. At the beginning of the research, the current study was intended to be quantitative in order to have general results, which could reveal and describe a phenomenon regarding an entire generation of university students. Nevertheless, this could not be possible due to the lack of people's participation since only six participants could be recruited.

In this regard, the number of participants limited the scope of this study to have a broad approach to the phenomenon and the pandemic itself also limited the research since it narrowed the communication with the participants. However, it seemed relevant to present the different stories that are behind six students from this program. These stories can be considered as the tip of the iceberg of a bigger phenomenon that could be investigated quantitatively. Moreover, the presence of Attention Deficit Disorder (ADD) in one participant might have affected the final results related to this participant since it was not considered to be a possible variable in the current research. It might be helpful to consider this aspect in future research regarding the self-regulation' facets as in the remote learning process of students.

The last aspect that should be considered for further research is the lack of a questionnaire that evaluates self-regulated learning in other disciplines. Developing an

instrument like that would be helpful to fulfil a gap that would certainly help the educational

field and improve pedagogical practices regarding new teaching methods.

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APPENDIX A

Aprendizaje de segunda lengua y autorregulación durante el COVID-19

Usted ha sido invitado/a la investigación sobre adquisición de inglés, la cual será presentada para optar al grado de Licenciatura en Lingüística y Literatura Inglesas, de la Facultad de Filosofía y Humanidades de la Universidad de Chile. El objetivo de este estudio es saber cómo enfrentan el aprendizaje de inglés estudiantes universitarios que se encuentren cursando su segundo año de la carrera Licenciatura en Lingüística y Literatura Inglesas de la Universidad de Chile. en estas circunstancias derivadas de la pandemia.

Usted ha sido seleccionado por ser un estudiante universitario de segundo año de la carrera Licenciatura en Lingüística y Literatura Inglesas de la Universidad de Chile.

Los y las investigadoras responsables de este estudio son María Isabel Arcila, José Bravo, Valentina Castro, Carolina Guajardo, Mónica León, Javiera Peralta, Isabella Ravelo y Savka Skaida, bajo la supervisión de la profesora guía Rosa Bahamondes Rivera.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no quede lo suficientemente claro:

Participación: Su participación consistirá en responder un cuestionario dividido en dos partes: la primera consta en generar un breve escrito en inglés, mientras que para la segunda parte se pide

responder un cuestionario mediante una escala de apreciación que va del 1 al 6 y posteriormente algunas preguntas abiertas.

Duración: Este cuestionario será realizado a través de Google Forms durante una reunión de Zoom. Esta reunión será de carácter breve, y durante ésta, usted responderá ambas partes del cuestionario. Las fechas y horas fijadas son:

DÍA 1: Miércoles 22 de Septiembre desde las 18:00 hasta las 19:30 horas del presente año.

DÍA 2: Jueves 23 de Septiembre desde las 16:00 hasta las 17:30 horas del presente año.

Riesgos: La investigación no supone ningún tipo de riesgo para el participante.

Beneficios: Si usted acepta voluntariamente a ser parte de esta investigación, está participando automáticamente en una rifa en la que se entregarán premios sorpresa a cinco participantes. También, al momento de publicarse el estudio, se podrá acceder a éste para así conocer sugerencias surgidas en base a lo contestado por los y las propias participantes y que podrán ser de utilidad para usted.

Voluntariedad: Su participación es absolutamente voluntaria. De esta forma, usted puede retirarse de la investigación en el momento que estime conveniente, sin ningún tipo de perjuicio para usted.

Confidencialidad: La totalidad de los datos entregados será confidencial y mantenido en estricta reserva. En las presentaciones y publicaciones de esta investigación, su nombre no será revelado, pues se asociará a un número y/o a un pseudónimo. Los datos obtenidos sólo serán utilizados para el propósito de esta investigación.

Datos de contacto: Si requiere mayor información o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a la profesora guía de este estudio:

Profesora Guía: Rosa Bahamondes Rivera.

Dirección: Facultad de Filosofía y Humanidades, Universidad de Chile. Av. Capitán Ignacio Carrera Pinto 1025, Ñuñoa, Santiago.

Correo Electrónico: rbahamon@u.uchile.cl

Correo Electrónico Investigadores: seminarioinglesa2021@gmail.com

Por lo tanto, yo, _____, como participante, acepto la invitación a participar en este estudio en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto una tesis, la cual será presentada para optar al grado de Licenciatura en Lingüística y Literatura Inglesa y posteriormente estará disponible a través de la biblioteca virtual donde tendré acceso a los resultados del estudio.

☐ He leído este formulario de consentimiento informado y **<u>sí acepto</u>** participar en este estudio según las condiciones establecidas.

☐ He leído este formulario de consentimiento informado y **<u>no acepto</u>** participar en este estudio según las condiciones establecidas.

APPENDIX B

APPENDIX B.1

ERT test prompts:

III. Answer in about 40-50 words <u>ONLY FOUR</u> of the following questions. (Grading criteria: 3 points each: 1.5 for content; 1.5 for grammar = 12 points)

1.   What causes the animals to finally rebel against Mr. Jones and his four farmhands?
2.   How do the animals react to Napoleon's decision to engage in trade with neighbouring farms?
3.   Why does Napoleon order the animals to stop singing "Beasts of England?"

4.   How is Napoleon becoming more and more like a typical dictator?

5.   Why does Napoleon allow Moses to return and to tell his stories about Sugarcandy Mountain?

6.   Describe the whisky incident. Why would Orwell make this scene somewhat humorous?

Practice test prompts:

1.   Write down a job advert recruiting a manager assistant in a big entertainment company located in Santiago. They organise and advertise massive sport and music events. Describe the assistant's functions, responsibilities, work experience and additional requirements. Use first conditional, simple past, present perfect and defining relative clauses. (100 words)
2.   Write down a 100-word paragraph comparing how being an inventor has changed through the years. Include and underline the following words: WIRELESS TECHNOLOGY – EXPERIMENTS – FIND SOLUTIONS – DESIGNS. Use first and zero conditional, present perfect, defining relative clauses.
3.   Write down about the differences between traditional modes of learning and online learning. Include a topic sentence, supporting sentences, examples and contrasting information. Use passive (present and past simple) and relative clauses.
4.   Write down a 100-word paragraph explaining what should be done to preserve native languages in Chile. Include and underline the following words: DIE OUT - RECOGNISED - PICK UP – PASS ON. Use passive and active voice, present simple (and/or other relevant tenses).

APPENDIX B.2

Escritos en Inglés: Sección 1

En esta sección debes hacer un breve escrito en inglés. Es similar a otras actividades que ya has hecho en el curso de 'Practice'.
Selecciona UNO de los temas y responde en inglés en alrededor de 100 a 120 palabras.

Option 1. Among all the extensive reading texts that you have read, which story did you like the most? Explain what it was about. (Recuerda responder en inglés).

Tu respuesta

Option 2. Refer to the scene that you liked the most from all the extensive readings that you have read. (Recuerda responder en inglés).

Tu respuesta

Option 3. What is your favorite short story or novel about? Why do you like it? (Recuerda responder en inglés).

Tu respuesta

Escritos en inglés: Sección 2

En esta sección debes hacer otro breve escrito en inglés. Es similar a otras actividades que ya has hecho en el tus cursos de Lengua Inglesa.
Selecciona UNO de los temas y responde en inglés en alrededor de 100 a 120 palabras.

Option 1: Compare your current experience as a student in online learning to your face-to-face high school classes. Think of positive and negative points. (Recuerda responder en inglés).

Tu respuesta

Option 2: In your experience, what are the advantanges and disadvantages of the online learning modality? (Recuerda responder en inglés).

Tu respuesta

Option 3: Refer to your experience as an online student in these two years. Is there a difference between the challenges you have faced this year compared to the ones from last year? (Recuerda responder en inglés).

Tu respuesta

APPENDIX C

Querides compañeres:

Esta es una investigación sobre aprendizaje de vocabulario. A continuación, se presenta una serie de afirmaciones sobre sus experiencias relacionadas con su aprendizaje de vocabulario en inglés en la licenciatura. Nos gustaría saber en qué medida estas afirmaciones coinciden con sus propias percepciones y experiencias, es decir, su visión personal. No hay respuestas "correctas" o "incorrectas". Además, la información recolectada es para fines investigativos y sus opiniones serán respetadas y se mantendrán confidenciales.

El cuestionario consta de un total de veinte preguntas.

¡Muchas gracias por su colaboración!

*

	Totalmente de acuerdo	De acuerdo	Parcialmente de acuerdo	Levemente de acuerdo	En desacuerdo	Totalmente en desacuerdo
1.- Me irrito rápidamente cuando lo innovador de aprender vocabulario desaparece.	○	○	○	○	○	○
2.- Cuando me siento estresade sobre mi aprendizaje de vocabulario, sé cómo reducir este estrés.	○	○	○	○	○	○

3.- Cuando estoy estudiando vocabulario y el ambiente donde estudio se vuelve inadecuado, sé cómo resolver el problema.

○ ○ ○ ○ ○ ○

4.- Cuando aprendo vocabulario, tengo mis propias técnicas para lograr mis metas de aprendizaje.

○ ○ ○ ○ ○ ○

5.- Cuando aprendo vocabulario, tengo mis propias técnicas específicas para mantener mi concentración en ello.

○ ○ ○ ○ ○ ○

6.- Me siento satisfeche con los métodos que uso para reducir el estrés asociado a mi aprendizaje de vocabulario.

○ ○ ○ ○ ○ ○

7.- Cuando aprendo vocabulario, creo que puedo alcanzar mis metas más rápido de lo esperado.

  ◯   ◯   ◯   ◯   ◯   ◯

8.- Durante el proceso de aprendizaje de vocabulario, me siento satisfeche con las formas que utilizo para eliminar mi aburrimiento.

  ◯   ◯   ◯   ◯   ◯   ◯

9.- Cuando aprendo vocabulario, creo que mis métodos para controlar mi concentración son eficaces.

  ◯   ◯   ◯   ◯   ◯   ◯

10.- Cuando aprendo vocabulario, persisto hasta alcanzar las metas que me propongo.

  ◯   ◯   ◯   ◯   ◯   ◯

11.- Cuando se trata de aprender vocabulario, tengo mis propias técnicas para evitar dejar las cosas para después (procrastinar).	◯	◯	◯	◯	◯	◯
00.- Esta es una pregunta de verificación. Marca Totalmente de Acuerdo en esta pregunta.	◯	◯	◯	◯	◯	◯
12.- Cuando me siento estresade por aprender vocabulario, simplemente quiero rendirme.	◯	◯	◯	◯	◯	◯
13.- Creo que puedo superar todas las dificultades relacionadas al logro de mis metas de aprendizaje de vocabulario.	◯	◯	◯	◯	◯	◯

14.- Cuando aprendo vocabulario, sé cómo organizar mi ambiente para que mi aprendizaje sea más eficiente.	○	○	○	○	○	○
15.- Cuando me siento estresade por aprender vocabulario, me enfrento a este problema inmediatamente.	○	○	○	○	○	○
16.- Cuando se trata de aprender vocabulario, creo que mis métodos para controlar dejar las cosas para después (la procrastinación) son eficaces.	○	○	○	○	○	○
17.- Cuando se trata de aprender vocabulario, soy consciente de que el ambiente de aprendizaje importa.	○	○	○	○	○	○

18.- Durante el proceso de aprendizaje de vocabulario, tengo confianza en que puedo superar cualquier sensación de aburrimiento.	○	○	○	○	○	○
19.- Cuando siento aburrimiento al aprender vocabulario, sé cómo regular mi estado de ánimo para estimular mi proceso de aprendizaje.	○	○	○	○	○	○
20.- Cuando estudio vocabulario, busco un buen ambiente de aprendizaje.	○	○	○	○	○	○

APPENDIX D

Preguntas abiertas

Responde las siguientes preguntas en relación a tu experiencia académica de aprendizaje de inglés durante la pandemia. Puedes escribir tanto como desees. Esta vez es en castellano :-)

1.- Durante la pandemia, ¿Has logrado mantener tu compromiso e interés en tus estudios de inglés? Si tu respuesta es si, ¿Cómo lo has hecho? si tu respuesta es no o más o menos, ¿podrías explicar por qué? *

Tu respuesta

2.- Durante la pandemia, ¿Has logrado enfocarte cuando estudias inglés y evitar dejar las cosas para última hora? Si tu respuesta es si, ¿Cómo lo hiciste? Si tu respuesta es no o más o menos, ¿Podrías explicar por qué? *

Tu respuesta

3.- Durante la pandemia, ¿Has logrado seguir estudiando inglés a pesar de experimentar aburrimiento? Si tu respuesta es sí, ¿Cómo lo hiciste? Si tu respuesta es no, o más o menos, ¿Podrías explicar por qué? *

Tu respuesta

4.- Durante la pandemia, ¿Has logrado controlar tus emociones o estados de ánimo (tristeza, ansiedad, estados depresivos, frustración, enojo, etc.) para que no influyeran en tus estudios o rendimiento académico? Si tu respuesta es sí, ¿Cómo lo hiciste? Si tu respuesta es no o más o menos, ¿Podrías explicar por qué? *

Tu respuesta

5.- ¿Consideras que durante la pandemia has tenido un espacio apropiado para estudiar? Si tu respuesta es sí, ¿Lo tuviste que adecuar o siempre ha sido así? Si tu respuesta es no, o más o menos, ¿Podrías explicar por qué? *

Tu respuesta

APPENDIX E

1.- PREGUNTAS CONTROL DE COMPROMISO

- ¿Qué es lo que te ha mantenido en esta carrera? ¿Qué es lo que impide que abandones la universidad?
- ¿Cómo te involucras con tu aprendizaje de inglés?
- ¿Qué cosas afectan tus ganas de mantenerte en la U? ¿Cómo lo manejas? (pregunta específica)

2.- PREGUNTAS CONTROL METACOGNITIVO

- ¿Cómo logras concentrarte para aprender inglés? ¿Esto es en todas las materias por igual?
- ¿Cómo te planificas u organizas para estudiar? ¿Cómo manejas tus tiempos, espacios y rutinas?
- ¿Qué mecanismos usas para enfocarte?

3.- PREGUNTAS CONTROL DE SACIEDAD

- ¿Qué haces para tener ganas de estudiar?
- ¿Cómo has mantenido tus ganas de estudiar a lo largo de estos dos años?
- ¿Qué estrategias tienes? ¿Haces algo para estudiar incluso cuando estás aburrido?

4.- PREGUNTAS CONTROL EMOCIONAL

- ¿Cómo te sientes cada vez que tienes que estudiar?
- ¿Sientes de alguna manera que la pandemia ha influido en tu estado de ánimo? ¿Por qué?
- Algunos de tus compañeros han mencionado que sienten flojera cuando estudian, ¿te ha pasado?... (si la respuesta es positiva) → ¿cómo la definirías?

5.- PREGUNTAS CONTROL DE AMBIENTE

- ¿Qué ha significado para ti estudiar inglés desde tu casa? ¿Qué adaptaciones has hecho a tu lugar de estudio?
- ¿Cómo te las has arreglado para que el espacio y los problemas relacionados a este incidan menos al estudiar?
- ¿Qué consideras como mínimo para que puedas estudiar en tu casa cómodamente?

APPENDIX F

APPENDIX F.1

Aquiles Interview Transcript

ET: Entrevistador
ET2: Entrevistador 2
E: Entrevistado
<mark style="background:yellow">Commitment Control Tag</mark>
<mark style="background:blue">Metacognitive Control Tag</mark>
<mark style="background:green">Satiation Control Tag</mark>
<mark style="background:magenta">Emotion Control Tag</mark>
<mark style="background:red">Environmental Control Tag</mark>
<mark style="background:orange">Emerging Theme</mark>
Lack of (x) control tag

ET: Con respecto a la universidad; a estudiar en la universidad. ¿Qué es lo que te ha mantenido estudiando inglés en esta carrera? Como...

E: ¿A qué te refieres con mantenerme? ¿Cómo que me motiva? ¿Algo así?...

ET: ¡Exacto! Como ¿Qué es lo que te impide que abandones tu aprendizaje del inglés?

E: No, porque esta carrera creo que <mark style="background:yellow">fue una oportunidad única que no puedo perder</mark>, que fue por <mark style="background:orange">casi suerte</mark> que entre a la Chile en primer lugar.

ET: Ya...

E: Y era una oportunidad única especialmente con <mark style="background:yellow">una carrera que me gusta</mark> y con un ramo que me gustaba desde chico, que es el inglés. Y simplemente <mark style="background:yellow">motivación personal de que me gusta el inglés y me gusta leer y simplemente por gusto, por eso...</mark>

ET: Claro... Y por ejemplo tú dices que entraste acá como por suerte… ¿Me podrías explicar un poquito más eso?

E: Haber estaba mirando cuando era lo de la PSU 2019 si no me equivoco...

ET: Sí…

E: Cuando ocurrió todo esto…Yo no tenía idea de a dónde iba a parar. Tenía varias carreras especialmente traducción en otra universidad, que esa era mi carrera preferida... y no quedé por puntos.

ET: Ah, ya…

E: Pero quede aquí en la licenciatura...

ET: Ya...

E: Y afortunadamente esta era mi segunda opción y quedé...

ET: Ya, que bueno…. ¿Qué cosas afectan tus ganas de mantenerte aquí?… ¿Cómo qué dirías tú que te afecta a veces mantenerte acá en la universidad?

E: Nada que la universidad haga personalmente, pero simplemente es algo personal como algo de **un poco de monotonía** y de algo que es algo mío que **nunca tuve como la disciplina para estudiar constantemente.**

ET: Ya, perfecto. ¿Y cómo lo manejas?... Cuando sientes que no tienes mucho esta disciplina de estudiar constantemente... ¿Cómo lo manejas?

E: Bueno, recientemente la he estado manejando porque **no tenía un lugar bueno para estudiar,** estudiaba con todo en mi cama y me daba sueño, pero no me sentía cómodo, pero ahora afortunadamente tengo un escritorio nuevo donde ahora estoy mucho más cómodo con esto. Y antes lo manejaba [el tener una disciplina] estudiando un poco todos los días, una hora... Como esto que se hacía cuando chicos, estudiar al menos una hora al día, y me sirve.

ET: Ya genial, o sea, también podríamos decir que ahora sientes que igual ha mejorado un poco este mecanismo.

E: Sí, todavía me queda, pero tengo que adaptarme rápido.

ET: Y con respecto a esto mismo, ¿Cómo has logrado conseguir concentrarte para aprender inglés?, ¿Esto te pasa en todos los ramos de esta carrera?

E: **Concentrarme es algo difícil la verdad** y no sabría definirlo... si me dieran un segundo como para pensar la respuesta.

ET: ¡Sí! Sí, claro. Como quizás enfocarte, estar estudiando y enfocarse en eso y así…

ET2: Y a lo mejor comparado también con otras asignaturas de otros ramos, o sea, no necesariamente en la misma carrera, pero a lo mejor tu manera para concentrarte para el inglés no es la misma para concentrarte que tenías no sé, para historia o para matemáticas, una cosa así...

E: Sí, definitivamente es distinta la manera en que tengo que concentrarme aquí que es una constante disciplina para aprenderte las nuevas letras de fonética, las transcripciones, todo eso que es completamente diferente que a veces es memoria, otras pocas veces práctica.

ET2: Entonces habría como... ¿Tú harías algún proceso como para llegar a esa concentración para poder estudiar y aprender el inglés? O es como simplemente nos sentamos y ya...

E: Creo que simplemente tengo que estar como en el punto para estudiar, especialmente cuando ya es tarde es de noche y no tengo que distraerme con mucho más, sí tarde cuando es tarde de noche, consigo esto cuando tengo el celular lejos de mí.

ET2: Claro...

E: Lejos de mí y ahí me logro concentrar un poco más y ahí escribir un poco, también me funciona harto escribir por mi propia cuenta.

ET: Ya...

E: A veces he escrito que me sirve mucho tomando estos apuntes.

ET2: Ya, eso es muy bueno que lo menciones…

ET: ¿Y tienes alguna rutina? ¿Te planificas de alguna forma? ¿Distribuyes de alguna forma tus tiempos y tus espacios? Para el momento de estudiar inglés...

E: **No, no realmente.**

ET: ¿No hay organización ni planificación?

E: No, **no tengo ninguna organización realmente.**

ET2: Ni, aunque sea así como que... es que a veces como que pensamos que la organización son de estas que se hacen "No, el lunes voy a hacer esto y esto", pero hay personas que pueden hacerla durante el mismo día y tú dices "Ya, a las tres de la tarde voy a hacer esto y a las cuatro voy a hacer esto". ¿Tampoco son planificaciones que hayas como que sean más inmediatas por decir? No sé si me entiendes un poco...

E: No, no realmente, **quizás tienda más a lo inmediato, pero no tengo mucho un plan aparte de que de las cosas que tengo que concentrarme como por ejemplo en que tengo tarea, en que tengo prueba próximamente.** Y eso principalmente, **nada como tan organizado tan así.**

ET2: Ya... me parece. Y con respecto a las ganas, ¿Qué haces para tener ganas de estudiar?

E: ¿Para tener ganas?

ET: Por ejemplo, ¿Cómo has mantenido estas ganas de estudiar, a lo largo de estos años que han sido online?

E: La verdad de estudiar es más bien aparte de solo leer es una especie de, de que tengo como un deber de estudiar porque ya me doy cuenta que no quiero desperdiciarlo por si acaso pasa algo... Algo como que me fatigue un poco para concentrarme un poco en los estudios y también otra cosa que me motiva es

simplemente estar inmerso en el mundo inglés constantemente; YouTube cosas por el estilo, textos en inglés, cosas en inglés que sean hasta como un día.

ET: Ya…

E: No sé si intercambio o algo así que quiero estar ahí en el inglés, y saber un poco más de cómo funciona.

ET: Ya genial. Y, por ejemplo, ¿Qué pasa cuando estás aburrido?... Cuando estás estudiando y ya estás aburrido y uno ya como que no... como que les cuesta seguir, ¿Cierto?... ¿Tienes algunas estrategias para evadir o cortar ese aburrimiento y seguir?

ET2: Sí, porque tú mismo hablabas de unos videos, dijiste de inglés, entonces a lo mejor algo así como estrategia, a eso es lo que va Mónica, como lo que uses para cuando estés aburrido y como que digas "ya no quiero estudiar más, pero..."

E: Sí, cuando estoy estudiando inglés sí, efectivamente... Es simplemente el recordatorio de que tengo que hacer esto y otra cosa del aburrimiento... es que dame un segundo para definirlo.

ET: Sí...

E: Bueno, para cortar el aburrimiento generalmente cuando estoy en el propio acto de estudiar generalmente me levanto y me pongo a descansar… Descanso un poco, voy al baño o como algo, tengo un snack ahí.

ET2: Entonces, ¿Tratas de hacer algo diferente cuando te aburres de estudiar?

E: Sí, trato de hacer algo diferente.

ET2: ¡Ah! Ya…

E: Sí, porque a veces a mí la monotonía me molesta un poco, necesito tener algo nuevo que tener a la mano, algo con que distraerme un rato.

ET: Ya... y por ejemplo ¿Cómo te sientes cada vez que tienes que estudiar? Como... ¿Qué pasa cuando estas estudiando y afloran emociones ya sean muy negativas o muy positivas, como manejas tú estos sentimientos que afloran cuando uno está estudiando y necesita finalizar una tarea, por ejemplo?

E: Cómo controlo lo de las emociones y los impulsos… **me cuesta un poco debo de admitirlo.**

ET: ¿Y por qué te cuesta?, ¿Qué es lo que te pasa en ese momento?

E: Generalmente yo no soy una persona muy activa, a veces me bloqueo cuando tengo esto de las emociones me comienzo a distraer comienzo a pensar en otras cosas y me bloqueo en lo que estoy haciendo hasta que me meto en la cabeza: '¡Termina esto!'. Y la forma en la que noté en la que puedo controlar esto, es simplemente escribiendo algo relacionado con la tarea: Por ejemplo, si estoy haciendo una tarea escrita, escribo algo relacionado con la tarea escrita, aunque …. por ejemplo, si estoy hablando de esta historia de Beowulf no sé si ¿La han leído?

ET: Sí, ¡sí la hemos leído!

E: Bueno, era una tarea donde yo estaba completamente bloqueado. Así como "Oh, está para mañana la tarea... me quedan todavía estos últimos párrafos y tengo que poner las citas". Y comencé a escribir el último párrafo, aunque no tenía idea qué poner, estaba bloqueado, pero comencé a escribir acerca de Beowulf intentando como reorganizarme. Y ahí escribiendo lo mismo pero varias veces, logré encajar con algo y dije: 'creo que lo puedo hacer'.

ET: Entonces, en vez de dejar de lado tus actividades, te inmersas en ellas y empiezas a escribir lo que te salga por así decirlo...

E: Sí

ET: Aunque no estés consciente de que está como malo o bueno, sino que es como traspasar todo tu conocimiento, todo lo que estás pensando acerca de la tarea a un cuaderno por así decirlo.

E: Sí.

ET: Ya... algunos de tus compañeros mencionaron el tema de la flojera cuando estudian… ¿Te ha pasado?

E: Sí, definitivamente, especialmente cuando estudió en la tarde que **me cuesta, pero personalmente por disciplina.**

ET2: ¿Cómo definirías la flojera que sientes?

E: Definiría mi flojera como estar al frente del computador y a pesar de tener todas las cosas, todo abierto que es un … es como un desinterés, una especie de peso, un cansancio, aunque ya hayas dormido todo el rato y hayas comido y hayas tenido todo eso, un cansancio. Es como mirar la tarea y no estar ahí. Lo defino como que no estoy ahí.

ET: Comprendo… Respecto a lo que ha significado para ti estudiar inglés desde tu casa, ahora, ¿Has hecho una nueva adaptación a tu lugar de estudio?... Me habías dicho que sí, ¿Cierto?... Que ahora tenías un escritorio...

E: Sí, que ahora tengo un escritorio bastante bueno y puedo poner el computador y las cosas de estudio.

ET: Y eso ha significado un cambio para ti…

E: Sí, definitivamente.

ET: Y, ¿Podrías poco describirme un poco de nuevo ese cambio? Con respecto a tus estudios y ese cambio también...

E: Sí, el cambio de ambiente es que antes yo estaba acostumbrado a estudiar en cualquier parte. Estudiaba en mi cama, en un escritorio bastante pequeño o estaba bastante incómodo porque antes tenía una especie de velador que era bastante chico. Tenía una silla, pero el velador es diminuto, o sea, mi pieza es diminuta en sí. Pero en este lugar [el nuevo escritorio] estoy más cómodo para estudiar, y si me pongo en otra parte me siento incómodo o me distraigo. Pero si estoy aquí me pongo cómodo y me distraigo de otra forma.

Pero ahora con este escritorio me siento más cómodo, como en un lugar más formal por así decirlo, como si fuera una especie de escritorio de oficina o algo así.

ET2: Mira que interesante… Si tú tuvieras que decir qué es lo que consideras como mínimo para estudiar en tu casa cómodamente, ¿Qué es lo que dirías? Como lo mínimo que yo necesito para estar cómodo... Puede haber otros factores aparte igual, del lugar físico también puede ser a veces con quién vivo el ruido, lo que me rodea, aparte del estado físico.

E: Sí, podría ser algo aparte del físico o psicológico, pero simplemente tener como la urgencia de… tengo que hacer esto en un estado psicológico y en el estado físico es tener un lugar donde esté cómodo para hacer esto, que no me distraiga mucho.

ET: Ya... y ¿qué mecanismos o estrategias usas para enfocarte cuando estudias inglés?

E: Cuando estoy en el propio acto de estudiar sí, para esto de las notas que creo que lo mencioné anteriormente, las notas de comenzar a escribir las ideas que tengo que es básicamente hacer estos apuntes.

ET2: Ya, finalmente, ¿Sientes que de alguna manera esta pandemia ha influido en tu estado de ánimo? Y, ¿Por qué?

E: En mi estado de ánimo, pues, definitivamente. Esto de la clase online definitivamente me ha afectado un poco que siento en mi estado anímico, nunca he sido una persona mucho de salir así que definitivamente me ha afectado menos que las otras personas la pandemia. Pero es que igual se siente que se está en una especie como de lata o presión de como siempre estar recordándolo, la tercera dosis ay cuando me toca a mí y si me enfermo no puede salir nadie más de casa y esta preocupación externa

ET: ¿Y sientes que eso ha afectado tus estudios?

E: A mis estudios no, afortunadamente no los ha afectado tan directamente aparte del cambio de modalidad. **Es la modalidad la que más me ha afectado, no la pandemia en sí.**

ET2: Me gustaría retomar esa pregunta, entonces, ¿Se puede explayar un poco en qué ha significado estudiar inglés desde tu casa en vez de en la universidad?... Bueno, que no la presenciaste, pero en comparación con el liceo, o sea, que ha significado el inglés desde la casa a como antes era en otra modalidad… ¿Ha habido otro significado para ti?

E: Sí, efectivamente ha habido otro significado. Era como una especie de más de cómo decirlo, había más autoridad en un lugar físico, como un liceo o una universidad, donde sientes como una presión, inconscientemente sientes como una presión de que ya, tengo que estudiar, estoy en zona de estudio, cálmate, relájate, cuando sea recreo te podrás distraer con los demás o cuando estés en descanso ya podrás estar con los demás, pero ahora estás en el liceo. Ves el horario y ve allá porque en lo físico es un poquito más de vergüenza llegar tarde a una clase que una clase online.

ET2: Claro como que ahí es más estructurado el compromiso social...

ET: Claro, como que ahí el compromiso es diferente, ¿no?

E: Sí, como que ahí es un poco más estructurado algo que te puede guiar, algo como que ya todos ¿van? ya, ¿por qué todos se están levantando? ya hay clases ¡vamos!

También la compañía y todo lo demás que te dirige. En clase online cuesta, hay un montón de personas en una pantalla y cuesta tomarse en serio la situación de esta forma, como que no siento la autoridad, no siento la visión de alguien más, a no ser que prenda la cámara.

ET2: O sea yo creo que a lo mejor te refieres como a una presión, siento que a lo mejor te refieres como a una presión desde el otro lado...

E: Sí algo así, como que la presión que se sentía en el liceo de mira al frente ¡ya! como que a veces los cabros tiran una talla y te distraen, pero al menos siempre viendo a un profe ahí diciendo algo en qué te puedas enfocar.

ET: Claro, porque a veces uno puede tener la pantalla prendida, la clase andando, pero en realidad estamos en otro lado, quizás haciendo otra cosa mientras escuchamos las clases entonces ahí influyen muchas cosas...

ET2: Yo te quería preguntar lo último, esto lo hablaste en las primeras preguntas... Tú hablaste de la disciplina para estudiar, con esto te refieres, o sea yo pensaba, que te refieres como un poco como a la planificación para estudiar, pero quiero que tú me expliques más para que me clarifiques a qué te refieres con disciplina para estudiar.

E: Le diste bastante al clavo con tu opinión, si, es tener un horario de estudio, o saber cuándo tengo que estudiar, cuándo tengo que estar ahí o relajarme, porque **generalmente tengo un horario bastante descontrolado con respectos cuando juego, cuando hago esto, cuando estudio** y que cuando me di cuenta que las personas alrededor habían desarrollado ya que tenían miles de apuntes en sus cuadernos en comparación con el liceo y yo…. y cosas por el estilo porque por ejemplo estaban estudiando ya cuando llegaban a la casa, descansaban trabajaban estudiaban un rato y después se relajaban y **eso yo no lo tenía no tenía ese horario esa disciplina constante.**

APPENDIX F.2

Nieves' Interview Transcript

> ET: Entrevistador
> E: Entrevistado
> <mark>Commitment Control Tag</mark>
> <mark>Metacognitive Control Tag</mark>
> <mark>Satiation Control Tag</mark>
> <mark>Emotion Control Tag</mark>
> <mark>Environmental Control Tag</mark>
> <mark>Emerging Themes</mark>
> **Lack of (x) control tag**

ET: Bueno, tú llevas dos años en la carrera y te quería preguntar... ¿Qué es lo que te ha mantenido estudiando inglés en la carrera?

E: Bueno, yo creo que a mí <mark>siempre me ha gustado el inglés o sea desde chica me ha interesado</mark>, así que esta era una de las carreras a las que sí o sí me iba a dirigir, por lo que no me ha pasado que he tenido momentos donde he dicho 'mmm como que ¿quiero seguir o no estudiando?' No me ha pasado a mí personalmente, y creo que es por eso aparte, que <mark>siempre me ha gustado no más el inglés como tal.</mark>

ET: Entonces, ¿Dirías que ese compromiso que tienes es lo que más afecta tu estadía en la U?

E: Sí, porque, el compromiso aparte con el idioma y con la carrera también son más. <mark>Como yo llevo dos años así que pienso que no me gustaría como que dejarla... La carrera... Porque ya llevo tiempo y no me queda mucho</mark>, como estoy justo en el medio y me gusta no estoy como que... no pienso altiro en irme, porque tengo <mark>ya habré perdido dos años ya</mark>.

ET: Claro, ya estás en la mitad y como mencionaste que igual te gustaba el inglés, ¿Cómo logras concentrarte para aprender inglés?

E: O sea, yo en las clases como ya tengo cierto dominio del idioma <mark>no me cuesta concentrarme al aprender y también en general siempre me rodeo de contenido que está en inglés, como las series que veo, las veo o si son en inglés obviamente las veo en el idioma original, o alguna si es que no tiene subtitulo en español, los tengo que ver con subtítulos en inglés</mark> porque al menos sé ese idioma, así que y

también mucho contenido que yo elijo ver así como en YouTube, o Instagram hasta tik tok lo veo en inglés porque me ayuda a mantenerme, a seguir aprendiendo el idioma.

ET: Y esto, ¿te pasa con otras materias?, ¿O es sólo con el inglés?

Participante: Diría que la única materia que me cuesta de todas es la de literatura, las relacionadas con literatura porque yo me uní más que nada a la carrera por lingüística, así que me cuesta más concentrarme en esas y en esas si me tengo que tomar un... me tomo un tiempo, tengo que andar onda porque, la mayoría de las veces como leer analizar, eso es lo que a mí me hace como, me falla el querer concentrarme, no puedo hacerlo así fluidamente como lo hago con clases de lingüística o de inglés por así decirlo, inglés de plano, eso es.

ET: Cuando estudias inglés ¿Cómo te planificas u organizas para estudiar? Algún método…

E: La verdad es que yo muchos métodos no tengo, o sea, lo que hago igual cuando estudio de repente, cuando termino de estudiar o se acercan igual las pruebas no sé cómo se le diría, pero a mí aparte del repaso de los contenidos literalmente se lo explico a alguien más, porque ahí siento que es como que ya aprendí bien lo que estaba estudiando.

ET: ¿Cómo grupos de estudio? ¿Algo así?

E: Sí, o a veces se lo comento a mi mamá si está en la casa... Se lo comento a mi mamá. O una vez había visto este método que suena chistoso, pero es como comentarle... explicárselo a la mascota, a tu mascota. A veces lo hago también con mi gata.

ET: Y cuando tú haces eso, ¿Te cuesta mucho enfocarte o te es fácil?

E: No, o sea a mí se me hace fácil así explicar la materia de hecho, no se me dificulta.

ET: Y ahora como estamos desde la casa estudiando, igual yo creo que las ganas influyen… y tú, en tu caso, ¿Qué haces para tener esas ganas de estudiar?

E: Bueno si es verdad que la … que **este método online cuando estamos en la casa de verdad que de repente se ha perdido la motivación**, pero… yo en general, trato de partir por lo que me interesa igual, lo que más me llamó la atención de la materia. De ahí parto porque así sé que puedo empezar más motivada cuando estoy estudiando.

ET: Y, por ejemplo, cuando uno ya está, así como muy aburrido -porque a todos nos pasa yo creo- ¿Qué estrategias tienes para estudiar? Porque a todos nos ha pasado estar en esa situación e igual hay que hacerlo…

E: Yo diría que cuando me aburro, cuando estoy estudiando muchas veces me doy como un time out, así para, para como relajarme mentalmente, así de cómo, ya, estoy haciendo algo que no me gusta, lo sé, me está aburriendo, así que trato de como enfocar mi mente en otro lado y después ahí trato de volver a estudiar. Y si no puedo, bueno voy a intentarlo de otra forma, trataré de intentarlo de otra forma que me sirva mejor a mí.

ET: Y, cuando llega ese momento en el que uno dice: "ya, me voy a sentar a estudiar", ¿Cómo dirías que te sientes en ese momento?

E: Literalmente, o sea, no voy a mentir, el proceso de estudiar a mí como que no me gusta mucho eso de estudiar, así que como que llego y digo ya voy a tener que estudiar y es como ya. Al principio me da como lata, al principio es como ese sentimiento inicial, así como lata porque tengo que estudiar, ya pero después si es con una materia que me gusta, ya ahí cambia el enfoque, ahí cambia como me siento, pero eso de repente empiezo, así como que pucha, empieza latero.

ET: Entonces, dejas de lado ese sentimiento, así como de *lata* y lo haces igual…

E: Sí porque, si… generalmente, aunque empiece así después ya practiqué dejar ese sentimiento de lado, tengo que seguir estudiando.

ET: Y, ¿Cómo definirías esa lata? Porque algunos compañeros ya han mencionado que les da flojera... ¿Sería igual o distinto? ¿Cómo lo definirías?

E: Sí, yo creo que sí, es similar. **Flojera, sí, la mayoría de las veces si estoy como con flojera, porque no quiero, a veces preferiría estar haciendo otra cosa o podría estar viendo otras cosas,** así como que da flojera empezar a estudiar. Concuerdo... concuerdo con eso.

ET: Volviendo al tema del encierro y de estar en la casa. Para ti, ¿Qué significa estar estudiando un segundo idioma desde tu casa?

E: A veces igual, a veces se me hace complicada la idea, porque me gustaría poder relacionarme en ese idioma con otra gente, porque a veces siento que no es suficiente para mí solamente estar aprendiendo y siguiendo aprendiendo inglés desde mi casa, no, no a veces no me siento completamente realizada, me gustaría poder establecer conversaciones o estudiar así cara a cara en inglés, no solamente yo misma.

ET: Claro, como una interacción.

Participante: **Sí, me gustaría más eso, una interacción. Y la experiencia online no me lo da, eso.**

ET: Y con respecto a tu lugar de estudio, que actualmente sería tu casa, ¿Le has hecho alguna adaptación como para que el proceso de estudiar no sea tan distinto o tan difícil?

E: Yo generalmente bueno, la casa no, pero… en mi entorno que sería mi habitación la verdad no tengo una silla para mi escritorio así que se me hace difícil, literalmente termino estudiando en la cama, así que no hay mucho cambio la verdad, el cómo el cambio que haría sería en donde dejo, así como el computador, los libros, en donde los dejó, ese sería como el cambio más grande, no es mucho, no puedo hacer mucho en mi casa.

ET: Y en ese caso, tú, ¿Qué considerarías como mínimo para poder estudiar cómodamente en tu casa?

E: Yo creo que en mi casa me gustaría tener más espacio en mi habitación para por lo menos tener una silla en el escritorio para poder estar, así como, para poder sentarme y así poder estudiar así...mejor. Mejor sí.

ET: Claro, más cómoda. Y ahora la última pregunta. De manera general, ¿Sientes que la pandemia haya afectado tu estado de ánimo?

E: Sí, yo creo que sí lo ha afectado la pandemia porque me falta esa sensación de… de no sé si se diría de comunidad, de conocer más gente, de hablar con más gente porque de la pandemia solo he pasado aquí en mi casa, y también solamente he tenido así interacción con mis padres y mi mascota, y si salgo (si es que llego a salir) salgo con amigas o compañeras de curso, pero no es lo mismo que por ejemplo antes de la pandemia cuando yo estaba en el liceo por ejemplo, donde podía todos los días verme

con mis amigas, mis compañeras y ahora no. **Y eso, como que me ha hecho sentir así de repente como que me falta motivación, se me va la motivación por la pandemia.**

APPENDIX F.3

Salome's Interview Transcript

> ET: Entrevistador
> E: Entrevistado
> <mark style="background:yellow">Commitment Control Tag</mark>
> <mark style="background:blue">Metacognitive Control Tag</mark>
> <mark style="background:green">Satiation Control Tag</mark>
> <mark style="background:magenta">Emotion Control Tag</mark>
> <mark style="background:red">Environmental Control Tag</mark>
> <mark style="background:orange">Emerging Theme</mark>
> **Lack of (x) control tag**

ET: Perfecto, bueno. Básicamente la entrevista es un poquito para ver como se ha dado el aprendizaje en este contexto de COVID que has tenido tú. Que ha sido dos años seguidos con clases online ¿Cierto?

E: Sí, dos años.

ET: Bueno, en base a esto mismo, al final, ¿Qué es lo que te ha mantenido estudiando inglés en esta carrera? y ¿Qué es lo que ha hecho que impida que abandones el aprendizaje inglés, durante como este contexto?

E: Yo creo que lo que me ha mantenido dentro de la carrera, es como… Es siempre tener esta necesidad de estar constantemente haciendo algo. No es como que yo sienta que en algún momento yo pueda parar. Y como el inglés desde chiquitita ha sido algo que siempre me ha gustado. Aunque sea esta manera un poco más precaria, podríamos decir, online, que se siente como si no se estuviera aprendiendo todo. Pero al mismo tiempo siento que he aprendido bastante, entonces, eso es como lo que me ha mantenido en la carrera. Me mantiene motivada el pensar en cuando entre y como estoy ahora y darme cuenta de que sí he avanzado un poco.

ET: ¿Y hay algo, por ejemplo, que dentro de toda esta rutina que tienes como de estar constantemente haciendo algo afecte tus ganas de mantenerte en la U?

E: **Yo creo que esta necesidad constante de estar haciendo algo me provoca bastante tiempo cansancio. O sea, lo de salir de la u si lo he pensado, así como haber congelado. Porque ahí, cada dos tres meses me da como un bajón bien grande, donde necesito como parar y no hacer absolutamente nada.**

ET: Retomando entonces, me dijiste que cada cierto tiempo te da como un bajón, ¿Cierto?

E: Sí.

ET: Perfecto, entonces ¿Cómo logras sobrellevar esos bajones?

E: **Siendo bastante, bastante sincera, me curo.** Claro. Si un concierto de música, así algo que me interese, compro harto alcohol, me curo bastante y como así, como dos días siguientes estoy como renovada.

ET: Ya, ¿Y esa es como la única forma que te ha funcionado?

E: Sí, porque he intentado así solamente ver, así salir a hacer ejercicio, cosas por el estilo. Que también mis familiares me han dicho a veces que podría ayudarme, pero como ese momento de relajación que da la música junto con el alcohol, así sushi así comida rica, que me mantiene, pero... me renueva.

ET: Qué bacán esa conexión que le das. Yo, en mi caso personal, compongo música entonces se lo importante que la música puede llegar ser para los estados de ánimo y que te puede llegar a salvar en momentos, así de una forma súper increíble. Volviendo al tema del inglés, quería preguntarte. ¿Cómo logras concentrarte para aprender inglés? o ¿Te puedes concentrar en el inglés, en el caso por ejemplo de lengua, más que en otro ramo? ¿O en otros ramos te concentras más que en lengua?

E: Yo me concentro harto más en lengua que en otros ramos por el hecho de que es más didáctico, o sea, por ejemplo, **en literatura es harto más teoría, por lo tanto, suele pasarme que me desvío mucho**. Pero en lengua como… Yo tuve la ventaja de que este semestre, que somos 5 en la sección, entonces uno

tiene que estar constantemente respondiendo o hablando. No como en otras secciones que han sido así 27, que da lo mismo si tú no respondes, porque otra persona va a responder.

ET: El año ante pasado me pasó eso que estábamos en una sección con 5 o 6 personas, pero estábamos en presencial y básicamente era como que teníamos un tutor para cada uno, era muy chistoso.

E: Jaja es bastante personalizado, te mantiene bastante activo en la clase.

ET: Sí, era super bueno en ese sentido. ¿Y tienes alguna, ya que te concentras mejor en lengua, tienes alguna forma de estudiar, manejar los tiempos de alguna forma? ¿O tienes un espacio, una rutina, algo?

E: Sí, yo suelo estudiar de noche, porque durante el día yo vivo con mis dos abuelos que ya son adultos mayores, entonces me dedico a ello, y después a las 8 de la noche, que es la hora en que yo los ayudo a acostarse, es como el tiempo que yo tengo la casa para mí, entonces ahí yo me dedico a estudiar, a hacer lo que yo quiera.

ET: ¿Y tienes alguna estrategia o algo para enfocarte cuando ya tienes ese tiempo de estudiar?

E: Sí, o sea con el tiempo desarrollé este gusto por prender velas aromáticas y colocar ruido de fondo. Eh, cualquier cosa, puedo a veces tener un programa en la tele, aunque no lo vea, música, el punto es como tener un poco de ruido, sentir que estoy como en el día.

ET: ¿Para no sentirte sola también?

E: Sí, debe ser eso. Porque tampoco tengo animales, entonces me siento bastante sola de noche.

ET: Sí, igual la noche, el silencio, puede perturbar a ciertas personas. Y cuando, por ejemplo, no tienes unas ganas de estudiar, ¿Cómo haces para tener ganas?

E: Cuando no tengo ganas, realmente no me esfuerzo a hacerlo porque sé que en algún momento las ganas van a llegar. Si puede ser que tenga prueba el viernes por ejemplo y comienzo a estudiar desde

el lunes, pero ya el martes no tengo ganas. No me esfuerzo ese martes, pero el miércoles me levanto así con la mentalidad de voy a estudiar un poco hoy día.

ET: Así como que te baja la inspiración.

E: Sí.

ET: ¿Y esto ha sido igual los dos años o el primer año fue diferente?

E: El primer año fue más diferente.

ET: ¿Por qué?

E: Porque bueno, en el primer semestre, sobre todo, porque siento que yo estaba bastante con esta mentalidad de que la u iba a ser mucho más difícil, por lo tanto, me exigía mucho más. Entonces con el tiempo uno fue aprendiendo que igual los profes no son tan estrictos, que si uno les cuenta el problema que tiene ellos te van a dar, aunque sea dos tres días más para entregar el trabajo, entonces creo que ese aprendizaje fue el que hizo el que me fuera desestresando un poco. Porque los primeros dos meses de la universidad fueron terribles.

ET: Yo creo que casi para todos fueron las primeras. En mi caso por ejemplo el primer año de la u me eché lengua, así que fue complicado en ese sentido. Comparando por ejemplo la diferencia mía y de la Caro, nosotros tenemos años que estuvimos presenciales y después estuvimos online. Tú has estado completamente online, entonces, ¿Cómo sientes que la pandemia y este contexto ha influido en tu estado de ánimo al estudiar, en comparación cuando estabas en el colegio?

E: Yo creo que la pandemia me ha ayudado un poco a bajar las revoluciones, por ejemplo, cuarto medio comparándolo con este año, con este semestre, por ejemplo. En cuarto medio yo estaba full con todo: yo era ka-, hacía karate, cuidaba a mi hermana, tenía que estudiar, era la número uno del curso y cosas así.

Entonces con la pandemia, el no poder hacer tantas cosas, salir tanto, fue también como, bueno relajémonos en todos los sentidos y tomémonos esto con calma.

ET: O sea ha sido bastante positiva para ti el tema de la pandemia en ese sentido.

E: Sí.

ET: ¿Te ha dado flojera de repente ponerte a estudiar?

E: Sí.

ET: ¿Cómo defines la flojera?

E: Así como. Yo tengo esta estricta regla en mí misma de tener que sentarme para estudiar y como no querer sentarme, es como decir a lo mejor podría tomarme 5 minutos más antes. **Pero esos 5 se convierten en 10, se convierten en 15, vamos en la hora. Entonces esa es como la flojera que me da. El tener que a armar mi espacio para estudiar.**

ET: ¿Y tiendes mucho a procrastinar? Porque básicamente me describiste que la flojera te lleva a la procrastinación.

E: **Si, tiendo a procrastinar bastante.**

ET: ¿Ya y por qué crees que se da eso?

E: **Porque yo siempre he trabajado mejor bajo presión, o sea fue algo que yo tuve que aprender**. A trabajar bajo presión por lo que yo hacía cuando chica, que durante mucho tiempo hice karate, más de la mitad de mi vida he hecho karate, entonces siempre las peleas en karate son mucho de estar bajo presión y salir de ahí. Entonces mi cabeza, por ejemplo, yo comencé a hacer karate a los cuatro años, entonces mi cabeza estuvo siempre en el método de "tenemos que hacer esto, pero tenemos que hacerlo bajo presión".

ET: Entonces cuando no tienes esa presión, tiendes a irte para otro lado.

E: **Sí, para mí, las peores semanas son las de receso.**

ET: Ya, como la semana de salud mental, la semana como… ya o sea la semana que viene, la subsiguiente.

E: **Terrible va a ser esa semana, porque justo la próxima semana todos los días tengo prueba, trabajo y la siguiente no voy a tener nada.**

ET: Ya, bueno me lo dijiste al principio, necesitas estar haciendo como cosas constantemente, así sientes que tu productividad es más eficiente.

E: Sí y por eso mismo yo me compre esos juguetes que venden en la feria, que simulan, estas cositas de burbujas, creo que se llaman … Que mantienen mis manos ocupadas en clases, que han sido como un milagro. Hacen que yo no me distraiga de la clase, porque mis manos están ocupadas, estoy haciendo algo.

ET: Eso por ejemplo te ayuda a evitar tomar el teléfono y otras cosas. Mira que buena técnica. A mí me pasa que de repente estoy en las clases, tomo el teléfono y me perdí.

E: Claro, a veces también me pasaba hasta que descubrí que teniendo uno de esos en mis manos, aunque no esté jugando con él, pero ya teniéndolo en la mano me hace…

ET: Ya eso es una buena herramienta, si te ha funcionado entonces es una buena herramienta para ti. Hablando un poquito del espacio dónde estás, me dices que por ejemplo eres oriunda de Osorno y ahora estás en Santiago. ¿Tienes un espacio para estudiar?

E: Sí, antes de venirme mis abuelos me acondicionaron una pieza que es de mi uso exclusivo, nadie entra a esta pieza si no es con mi permiso.

ET: Ya, entiendo. Y en esa habitación tienes un escritorio tranquilo, una silla.

E: Sí y tengo un sillón también.

ET: Entonces no has tenido que lidiar con problemas de espacio, porque por ejemplo hay personas que están en la casa y tienen que estudiar en la cama, porque no tienen escritorio o en el comedor, en la mesa, etc. Tú no tienes ese problema.

E: No ese no ha sido ningún problema para mí.

ET: Ya. ¿Y qué consideras tú que tiene que tener tu espacio de estudio para que sea como eficiente?

E: ¿Así como los objetos? ¿O más en el ambiente?

ET: Ambas.

E: O sea, por ejemplo, yo siempre he creído que tener un lápiz pasta negro a mano siempre me va a hacer más productiva, aunque nunca escriba en los cuadernos con lápiz pasta negro, uso lápiz pasta azul, pero es algo que me hace sentir productiva. Tener un lápiz pasta negro, aunque no lo he usado. Tengo el mismo lápiz pasta como hace dos-tres años. Y en cuanto al ambiente, el arte creo yo, o sea mi pieza está llena de dibujos, de fotos de artistas, que algunas veces siento que puede que, llegar a ser un poco infantil, pero para mí me hacen bastante productiva, no. O sea, por ejemplo, ahora estoy mirando un cuadro que tengo la noche estrellada, que durante clases me da bastante tranquilidad ese cuadro por los colores y cosas así.

ET: Entiendo, te gusta harto Van Gogh.

E: Sí, pero mi favorito es Monet.

ET: Ya. Es bien entretenida la pintura, siempre me ha gustado, pero nunca me he sumergido tanto. En la música ahí me he sumergido mucho más.

APPENDIX F.4

Margarita's Interview Transcript

<div style="border:1px solid black;">

ET: Entrevistador
ET2: Entrevistador 2
E: Entrevistado
<mark style="background:yellow">Commitment Control Tag</mark>
<mark style="background:#3b9cff">Metacognitive Control Tag</mark>
<mark style="background:#00ff00">Satiation Control Tag</mark>
<mark style="background:#ff00ff">Emotion Control Tag</mark>
<mark style="background:red">Environmental Control Tag</mark>
<mark style="background:orange">Emerging themes</mark>
Lack of (x) control tag

</div>

ET: Bueno, más que nada esto va a ser una conversación bien tranquila. Queremos saber más que nada, ¿qué te ha mantenido estudiando inglés en esta carrera? Me gustaría saber.

E: ¿Qué me ha mantenido estudiando inglés? Bueno, básicamente que <mark style="background:yellow">quiero sacar un documento que diga que estudié, que cómo tengo una carrera y también, cómo es mi segunda carrera, quiero terminarla. **No quiero quedar cómo a medio camino de nuevo**</mark>.

ET: Claro, ¿cómo que igual ha habido cosas que han afectado este proceso, no?

E: Sí.

ET: ¿Y qué han sido esas cosas? ¿Qué ha afectado tus ganas de mantenerte en la universidad?

E: Cómo que siento que la pandemia entre cómo esas ganas y como también como que siento que está la pandemia y <mark style="background:#ff00ff">las cargas que siento a veces</mark>, **que igual me dan ganas como de dejarlo**. Pero, igual <mark style="background:yellow">es algo que me gusta como carrera, no es algo que no esté disfrutando. Entonces, eso como que me hace seguir, no es algo que esté haciendo como…</mark>

ET: ¿Cómo obligada?

E: <mark style="background:yellow">Claro.</mark>

ET: Claro. Entonces, podríamos decir que ese gusto por la carrera te hace seguir.

E: (asiente)

ET: Súper. Y bueno, en relación a esto, ¿Qué haces para poder concentrarte? ¿Cómo logras concentrarte para aprender inglés? No sé, ¿Tienes formas específicas en ciertos ramos?, ¿Haces lo mismo para todas las materias? O, ¿Cómo lo haces?

E: **Me cuesta mucho concentrarme en sí porque yo tengo déficit atencional. Entonces, eso lo ha hecho como bien pesado, sobre todo porque es online y se me hace mucho más fácil desconcentrarme y distraerme**. Pero lo que hago más para poder estudiar, es que… bueno, noté hace harto tiempo que tomando notas y destacando las cosas me ayuda harto como a aprender y como para entender las cosas. Entonces ese es el método que he tenido, de usar destacadores y colores, y cosas, así como para poder entender la materia y poder procesar las cosas.

ET: Que buena, está súper. Y, no sé, ¿Te planificas para estudiar? ¿Cómo manejas tus tiempos, los espacios y las rutinas en general? Como para hacer que todo calce, más que nada.

E: **Soy super mala para eso en realidad**. No tengo como… Me planeo como por día. Por ejemplo, digo un día, me despierto y veo las cosas que tengo que hacer y digo como ya: a tal hora me voy a poner a hacer esto y cuando termine de hacer esto me voy a poner a hacer esto otro. Y es como lo único que me ha servido porque soy… **No me sé organizar y no sé cómo organizar bien mis tiempos**. Entonces hago…

ET: ¿Lo haces a corto plazo?

E: Claro porque también hay veces que salen cosas que uno no planea y hay cosas que no… Entonces, si lo hago como a largo plazo; si me sale algo como inesperado, **al final me termino frustrando** y como que termino sin hacer nada de lo que había planeado antes. Entonces, prefiero hacerlo como al día. Así como decir, hoy día voy a hacer esto, esto y esto, y… Y seguir así, como…

ET: Sí, te entiendo.

E: Se me fue el hilo (risas).

ET: No, tranqui, sí te entendí (risas). Bueno, y en relación a esto, cuando ya estás en el proceso de estudiar, ¿qué haces para tener ganas de estudiar? Porque igual es algo como, complejo.

E: Sí...

ET: ¿Tienes estrategias? A lo mejor…

E: No, **no tengo**.

ET: O, ¿Haces algo mientras estudias para mantenerte, así como entretenida cuando estudias, aun cuando estás aburrida?

E: Trato de mantener las manos ocupadas, más o menos porqué eso ayuda a que no me distraiga tanto y me mantiene en movimiento. Un lápiz o algo.

ET: Tener cosas en las manos...

E: Claro, sí.

ET: ¿Cómo qué por ejemplo? Aparte de un lápiz.

E: Una goma. No sé *po*, un spinner también me sirve harto.

ET: Cómo mantener las manos en movimiento más que nada.

E: Claro, sí.

ET: Igual súper, la voy a probar (risas). Pucha, cuando ya estás en este proceso, estudiando y bueno, estás como manteniéndote ocupada, ¿Cómo te sientes cuando tienes que estudiar? Cuando tú dices, así como: Ya, tengo que estudiar. ¿Qué te produce eso?

E: Siempre depende de los ramos. Por ejemplo, **hay ramos** que me aburren más que… **que me aburren más que otros. Entonces, se me hacen más complejos de ponerme a estudiar y más complejos de seguirles el hilo.** Pero bueno, como muchas clases son grabadas, lo bueno es que cuando pierdo el hilo o cuando estoy tomando notas, puedo volver. Entonces, eso igual como que me ayuda… como para poder volver a procesar la información que estoy viendo. Entonces eso como que igual lo hace más fácil, y como… Y bueno, como dije, también depende de los ramos…

ET: Claro.

E: **Hay uno que se me hacen más pesados que otros y hay unos que, entre comillas, me dan como más lata que otros**.

ET: Lata. Y esos ramos que son como más difíciles, como cuando tienes que estudiar, ¿qué te hacen sentir? ¿así como?… Ya que igual son como una carga.

E: Sí… ¿Cómo me hacen sentir? **Me hacen sentir como que no me dan ganas de estudiar por igual. Como que me cuesta más como decir… como sentarme y a ponerme a ver esas cápsulas y leer los apuntes**, se me hace más complejo que otros.

E: Mira, sabes que igual me parece súper interesante lo que estás mencionando porque varios de tus compañeros nos han mencionado esto mismo, como que les cuesta… Y eso de poder, como decir: ya voy a estudiar. Y muchos también han mencionado el tema de la flojera, que sienten flojera al momento de estudiar. Entonces, ¿Te ha pasado algo así? Como decir "Oh, qué flojera estudiar."

E: Sí, pero igual siento ese cargo de conciencia… Como que, si igual me queda como ese bichito diciéndome como ya, tienes que estudiar. Como que igual después siento culpa de no hacerlo. Entonces como que digo como: ya, pa' salir de esto rápido, voy a ver, en cinco minutos más me pongo a hacer esto.

ET: Pero ¿Qué es para ti la flojera en verdad? Porque igual quizás se puede confundir como con otras cosas.

E: En realidad, yo no sé si exista el término como de flojera. No sé si decir como que alguien es flojo porque igual…

ET: Pero, es más que nada el sentimiento.

E: Claro, es como, no sé. Como que para mí la flojera es como no ganas de hacer nada. Como que igual la idea es que… igual me dan como…

ET: Ya.

E: Pero sin culpa, como que eso. Siento que hay veces que uno dice como: ay, pero me da flojera e igual siente culpa. Y no sé si sea de flojo eso, sino siento como que cuesta como ponerse a hacer las cosas.

ET: No, totalmente.

E: Más que como de ser un flojo como lo que uno tiene de concepción, ser flojo.

ET: Claro, sí te entiendo.

ET2: Disculpa, ¿puedo acotar algo?

E: Sí.

ET2: Me llamó la atención Josefa, que dijiste que hay algunos ramos que te dan lata.

E: Sí.

ET2: Y, a la vez que con algunos sientes flojera... ¿Sientes que esos dos conceptos son cosas distintas? La lata y la flojera.

E: Sí, sí.

ET2: ¿Cómo los definirías?

E: Es que con lata porque cuando me da lata de hacer algo como… más como que igual las termino haciendo porque como dije me siento como culpable de no hacerlo y, por ejemplo, **hay otros que me dan flojera porque es como un ramo que me aburre y que yo sé que no voy a poner como más empeño** del que ya… del mínimo que ya le pongo. Pero hay otros que me dan lata y… pero igual lo hago como dije.

ET2: Ya, o sea, se puede decir que la lata como que prácticamente te fuerza a hacerlo y la flojera dices: ya, da igual, o sea, no lo voy a hacer

E: ¡Sí!

ET: Ya.

E: Con un cuatro salvo (risas).

ET: Como que pones menos esfuerzo en ellos, una cosa así ¿O no?

E: Claro, claro.

ET: Y pucha, en relación a esto, ¿Qué ha significado para ti estudiar inglés desde tu casa? Haz, no sé… quizás hecho alguna adaptación a tu lugar de estudio, ¿algo así?

E: **Ha sido difícil porque yo no tengo como propiamente tal un lugar de estudio como para dedicar a eso. Entonces, no tengo como ese espacio para mí, para poder como realmente concentrarme y hacer las cosas en la casa. Porque igual como que me vienen a hablar o como yo tengo mascotas, no sé. Mi gato se pasea por el computador cuando estoy haciendo cosas o mi perra se pone a ladrar. Entonces igual, como que ha sido complejo.**

ET: Y, en relación a esto, bueno, tú dices que no tienes un lugar apropiado. ¿Qué considerarías como mínimo para que ese ambiente se vuelva apropiado? Para que puedas estudiar cómodamente…

E: Como mínimo yo creo que sería como silencio porque de verdad que **me cuesta como mucho mantenerme concentrada por mucho tiempo y también como… Como ruidos mínimos igual hacen que me desconcentre.** Entonces, yo creo que podría ser como ese silencio que uno puede tener, no sé, en una biblioteca por así decirlo.

ET: ¿Y en relación al espacio? ¿Qué te gustaría?

Participante: Un escritorio (risas).

ET: Claro, cómo los de la biblioteca, ¿O no?

E: Claro, sí, una mesita para poder tener un cuaderno e ir anotando.

ET: Súper. Bueno, yo creo que igual estamos todos como en la misma situación de querer un espacio porque como que inevitablemente todo se junta. La universidad y la casa están prácticamente en el mismo lugar.

E: Claro.

ET: Y pucha, como cuando tienes estas interferencias, ¿Cómo te las has arreglado para hacer que estos problemas relacionados al ambiente incidan menos cuando tienes que estudiar? ¿Qué has hecho en esas situaciones?

E: En esas situaciones igual hay ramos que yo me pongo a escuchar como música. Entonces, como que… Escuchar la música hace que se me haga como más fácil no distraerme con otros ruidos como los ladridos o como que estén sacando la basura y cosas así.

ET: Eso es súper bueno. Yo creo que hay mucha gente que utiliza como el tema quizás de aislarse un poquito más con la música.

E: Sí.

ET: Bueno, eso era todo.

APPENDIX F.5

Cesar's Interview Transcript

ET: Entrevistador
E: Entrevistado
Commitment Control Tag
Metacognitive Control Tag
Satiation Control Tag
Emotion Control Tag
Environmental Control Tag
Emerging Themes
Lack of (x) control tag

ET: Bueno, la temática es cómo abordar un poco el cómo se ha llevado el estudio y el aprendizaje de inglés, cachai, en el contexto de la pandemia y en específico en las clases online que ustedes han tenido. Porque tú has tenido dos años solo de clases online, ¿Cierto?

E: Sí.

ET: Correcto, y… ¿Qué es lo que te ha mantenido estudiando inglés en esta carrera? ¿Qué es lo que impide que abandones tu aprendizaje de inglés?

E: Diría que es como… Tres factores. (...) El primero es que… Bueno es la primera carrera que estoy estudiando y la verdad es que… considerando que yo estoy estudiando gratis gracias al DIRBE. Me gustaría no saltarme… O sea, no echarme ningún ramo para poder cerrar todo en el tiempo que debería ser, el tiempo de la carrera y aprovechar eso, la gratuidad. Otro tema es que también yo tengo un par de condiciones físicas de salud que me impiden hacer, por ejemplo, trabajos que lleven mucha fuerza... Y por eso sería mucho mejor que yo pudiera trabajar en el futuro en algo que pueda evitar eso. Es que por ejemplo a lo que yo ahora mismo estoy apuntando sería ser profesor de inglés o en general algo relacionado al inglés.

ET: Una carrera académica, ¿O algo así?

Participante: Sí, eso mismo.

ET: Entonces me dices que quieres como seguir algo académico... Ser profeso. Te interesa irte por ese lado por tu condición.

E: Sí.

ET: Ya, y ¿Hay algo que afecte o que cosas afectan, en este caso, tus ganas de mantenerte en la universidad estudiando?

E: Diría que lo principal sería que ... por ejemplo, lo empecé a sentir más que nada este año, el segundo año. Un poco **no haber podido conocer a la gente en la universidad ya que… Al contrario, o sea, nunca había, obviamente, nunca había sentido algo como esto, así, tener que estudiar online, no poder ver a nadie en persona. Igual eso me está estresando un poco este segundo año. He estado un poco más desanimado**. Por eso mismo, **porque no hemos podido tener nada de clases presenciales**, y lo más cercano a eso fue la visita que pudimos hacer al campus hace una semana y... Bueno eso, pero también igual lo he podido superar ese problema un poco gracias a que este año me pude conseguir un grupo de amigos igual que… La mayoría tuvo ese mismo problema y todos estamos en cómo la misma situación, somos como estudiantes de primero o algunos de más adelante que tuvieron que congelar y eso igual me ha ayudado bastante a no sentirme tan mal.

ET: Y consulta, así como duda, ¿cómo lograron formar este grupo?

E: Por un amigo cercano, que… De hecho, nosotros estudiamos juntos en la media y por casualidad terminamos estudiando lo mismo. Era parte de este grupo que al principio se estaba formando como con unas 3 - 4 personas y varias otras que están en situaciones similares a la mía. Nos terminamos uniendo y somos un grupo de amigos de como 10 personas. Y eso… Todos teníamos conexiones gracias a que alguien del grupo era la delegada de primer año, y por eso ella conocía a todos y gracias a eso nos pudimos como ir conociendo… Y todos tenemos varios gustos similares… Y eso.

ET: Ya, bacán. Qué bueno que hayan podido encontrar como un espacio para poder sobrellevar eso, porque igual es super importante como el tema del compañerismo y apañarse, cachai. Darse como soporte, apoyo, es una cuestión súper válida y súper necesaria. Te lo digo yo que por ejemplo en primer año, no tuve nadie con quién contar, y ya en segundo año como que si me pude afirmar de ciertas personas y eso me ayudo caleta. Me hizo como aprobar los ramos más fáciles, poder estudiar, tener gente con quién estudiar y eso hace más sencillo como el paso académico. Así que, qué bueno que hayan tenido esta posibilidad.

E: Sí, era algo que necesitaba.

ET: Me imagino, y… hablando un poquito de la concentración, ¿Te logras concentrar al estudiar inglés? ¿Cómo lo haces? ¿Cómo logras esta concentración?

E: Lo que sería durante las clases… Tengo la suerte de que igual por lo menos dentro de mi casa no hay nadie que haga mucho ruido así, por lo cual, el ruido no es un gran problema, a excepción de que, obviamente, algún vecino haciendo algo. Y para lo que es fuera de clases, intento organizarme en los tiempos, yo suelo tener las tardes libres, para cualquier cosa que necesite ya sea estudiar y repasar alguna materia, hacer alguna tarea o algo. Intento eso, planearme un tiempo decir, ya ... de esta hora a esta hora voy a hacer esto y si lo hago, lo tengo que hacer y si veo que por ejemplo voy a andar corto en tiempos, intentó planearlo para el día siguiente y… Pero por eso, intento siempre llevar un calendario mental de qué tengo que hacer para no atrasarme y no tener que andar corriendo, para poder mantenerme al día y bueno, eso también ayuda, que yo no suelo faltar a clases por lo cual no tengo que verlas después grabadas.

ET: Ya, ¿y tienes como esta organización para todos los ramos o solamente como para lengua?

E: Diría que lo tengo para la mayoría de ramos. Onda... Como que el único con el que no he logrado hacerlo muy bien todavía sería el ramo X **porque no he sabido todavía unirme mucho al ramo.**

ET: Igual es complicado ese ramo, el profesor no se si seguirá… No sé quién te hace ese ramo, si te hace el mismo profesor que nos hizo a nosotros.

E: Te digo al tiro el nombre… Profesor Y.

ET: Sí, creo que el mismo. Ese profe es como ido, de repente se va en la volá explicando y se emociona mucho. Es entretenido verlo, pero de repente como que pierde el hilo y después lo agarra así de la nada.

E: Onda, las clases son divertidas, pero igual siento que la relación de las clases con lo que son los trabajos que estamos haciendo, no tienen mucha. Como que los trabajos son como que uno tiene que ver cómo hacerlo, eso me está costando igual.

ET: Sí, su metodología… Bueno cuando nosotros tuvimos ese ramo, tuvimos un paro super largo como de 3-4 meses. Entonces, como que tuvimos después una evaluación así a la rápida de hecho me acuerdo que me fue super mal en esa evaluación me saque un 3 y algo y después tuvimos otra, un trabajo que al final no entregamos y creo que ahí me fue mejor, pero al final no lo entregamos completo como era, porque… No me acuerdo como lo hizo. Pero si el profe es medio ido de repente.

E: Sí… algo se hará.

ET: Cosas que pasan… ¿Te pasa que de repente no tienes ganas de estudiar?

E: **Sí, sí me pasa.**

ET: ¿Y qué haces para tener ganas?

E: Normalmente como que me doy un tiempo de pensar de que, bueno eso mismo que ya te dije al principio… De que yo tengo que terminar la carrera, no puedo atrasarme e intento presionarme a tener que hacerlo porque no puedo atrasarme, no puedo no lograr lo que tengo que hacer. E igual, siento que la universidad, por lo menos el primer semestre lo sentí harto, esta igual… quizás… estamos volviendo más a lo que sea normal, nos dio varios plazos con lo que es la entrega de trabajos, y la exigencia de que, por ejemplo, el primer semestre yo no tuve la existencia de exámenes, recién ahora la estoy teniendo. Y creo que igual eso ayudó un poco a eso y ahora como que he tenido que igual poner un poco más las pilas para

poder evitar eso, esas situaciones con exámenes, que sería ya como un… Algo que costaría más. Pero lo que sería como mi propia… Ay, perdí el hilo... como mi impulso sería eso poh, auto presión misma.

ET: Ya, sí... O sea… Bastante automotivación, te auto impones hacer las cosas. Como lo que en este caso lo que se repite bastante en lo que me dices. Volviendo un poquito a lo que me dijiste recién, me dijiste que el tema de no conocer a tus pares en general eso te desanimaba y todo eso.... ¿Cómo logras mediar esos sentimientos negativos que por ejemplo de repente aparecen cuándo se trata de estudiar?

E: Bueno eso mismo, como ahora mismo tengo un grupo de amigos que todos estudiamos y vamos… Estudiamos juntos. Si a veces siento que algún trabajo o alguna materia no la estoy entendiendo bien lo intentó hablar con ellos y por suerte ellos igual la mayoría de las veces están dispuestos a ayudarme y diría que es eso. Tratar de apoyar en mis compañeros para poder saber que hay alguien ahí que me pueda ayudar, alguien que me hace compañía.

ET: Ya… Bueno, la respuesta me imagino igual será obvia, pero ¿sientes que de alguna manera la pandemia influyó en tu estado de ánimo, en cómo afrontas el estudio?

E: Sí, bastante.

ET: Desarrolla la idea, *porfa*. ¿En qué ámbitos, en qué aspectos, como… ¿Que has hecho con eso?

E: Bien… La pandemia igual. Espera… La pregunta era ¿cómo la pandemia ha afectado mi estado de ánimo?

ET: Sí, y obviamente tu desarrollo, en este caso de tu aprendizaje.

E: Bien. Yo en el... Cuando ya no existía la pandemia, cuando estaba en el colegio, era alguien que regulaba bastante y me mantenía bien en las notas únicamente prestando atención en clases y repasando antes de clases. Eso lo, igual lo podía llevar bien gracias a que el colegio en el que estudiaba tenía varios espacios en los que podía estudiar así, y eso poh. Pero comparado a como es la vida ahora… Igual, obviamente es

diferente porque una vez que termino las clases no tengo que hacer un viaje del lugar de donde estudio a mi casa en el que igual podría aprovechar de relajarme o para leer algo que tengo que ver. Y al contrario tengo que, por ejemplo, llevar las cosas de la casa porque como soy el que pasa la mayoría del tiempo acá gracias a que mis papás trabajan y mi hermano también, muchas veces me encargan que haga las actividades de la casa y eso puede que me quite bastante tiempo. **También está el punto de que como estoy dentro de la casa y uno lo normal tiene la mayoría de cosas que... uno puede como desconcentrarlo… Ya sea tener internet, tener computadores, teléfonos cerca igual a veces eso logra que uno se… Uno pierda el tiempo, o diga no, no tengo nada que hacer, por ejemplo, no tengo nada de gran apuro y eso lleva a que uno no este como… Uno pierda el hilo, ¿ya?**

ET: Ya.

E: Igual diría que yo soy alguien que, aunque no... Nunca he sido alguien de muchos amigos, siempre me ha gustado tener al menos algún par de personas con las que pueda estar cercano. Y el punto de que el primer semestre, ya te dije, no tenía amigos y el segundo semestre ya tengo un grupo, pero obviamente como seguimos en pandemia no puedo verlos tan seguido, los veo como una vez cada dos meses. Eso igual lleva a que de vez en cuando yo simplemente... bueno, me ponga triste, así como bueno… Me gustaría poder socializar más con la gente que sé que está ahí y eso igual se agradece, pero igual uno a veces necesita un poco más. ¿Ya?

ET: Somos seres sociables así que es entendible.

E: Y por ahí… creo.

ET: Y mencionaste algo como de la procrastinación y la flojera y todo eso ¿Tiendes mucho a procrastinar?

E: **No te diría que mucho pero sí lo hago de vez en cuando. Por ejemplo, si de repente un día tenía únicamente que hacer una actividad y la terminó muy rápido es bastante probable que yo mismo diga: bueno puedo relajarme un poco. Pero el problema es que no soy tan bueno auto regulando los**

tiempos del entretenimiento que hago y puede que me termine acostando como a las 2-3 de la mañana por andar viendo alguna serie, andar jugando algo, **y eso obviamente va a afectar al día siguiente a la atención que pueda tener en una clase, y eso siento que es algo que tengo que mejorar yo mismo**, aprender a regularme también esa parte, tal como me regulo el resto de cosas.

ET: Y respecto a la flojera, así como sentir flojera al estudiar o de meterte a clases, ¿Eso te pasa?

E: Sí me pasa, pero... Bueno, con las clases nunca... Aunque diga yo mismo no quiero estudiar esto… O sea, no quiero entrar a esta clase, al final igual termino haciéndolo. Nunca he sido alguien que le guste faltar a las clases y me termino metiendo igual, aunque es verdad que **si ya antes tenía la idea de no quería entrar a esta clase es muy probable que dentro de la clase tenga menos atención que en un caso normal**.

ET: Ya, entiendo. Bueno, respecto a cómo el tema de los espacios, hay gente que por ejemplo no tiene como el espacio para poder estudiar, estudia en la cama, o hay gente que tiene que estudiar en el comedor ¿Cómo es tu caso? ¿Tú tienes un espacio para estudiar, un escritorio? ¿o tuviste que. o no tenías por ejemplo y tuviste que transformar para generar un espacio?

E: Tuve un cambio. El primer semestre estudiaba desde el computador de la casa, que es un computador grande que tiene un escritorio y todo, y ahí podía igual tener los cuadernos cerca y tenía el espacio suficiente. Pero al segundo semestre me conseguí un notebook, y también tengo una mesita que pongo encima de la cama y ahí estudió cuando por ejemplo en las mañanas… Cuando tengo clases muy... Después de despertar las veo ahí, y si son más tarde, normal termino estudiando en el comedor que también ahí... un poco para evitar el calor en especial en estas fechas, me queda mejor porque es más fría esa sala, pero en espacio diría que estoy bien. No tengo problemas de espacio con lo que necesito para estudiar.

ET: Ya, ¿y qué es lo que consideras como mínimo para poder estudiar cómodamente, en cuanto al espacio, en cuanto a los objetos?

E: Diría que uno necesita tener el espacio, bueno obviamente depende si uno tiene un notebook o con qué estudia, con lo que uno pueda ver la pantalla, tenga el espacio para colocar un cuaderno bien. Y diría que también es necesario, por como son las clases y lo sucesivas que son, tener un espacio cerca donde uno simplemente pueda sentarse y relajarse, al menos es bastante importante yo creo.

ET: ¿Pero un espacio dividido del espacio de estudio?

Participante: Sí, tiene que estar dividido para que uno obviamente no sé, quizá se tiente a ver la clase desde ese lugar cómodo y quizá eso pueda afectar a la…

ET: Afectar en el desarrollo de todo.

E: Eso mismo.

APPENDIX F.6

Gregoria's Interview Transcript

> ET: Entrevistador
> E: Entrevistado
> <mark style="background-color: yellow">Commitment Control Tag</mark>
> <mark style="background-color: blue">Metacognitive Control Tag</mark>
> <mark style="background-color: green">Satiation Control Tag</mark>
> <mark style="background-color: magenta">Emotion Control Tag</mark>
> <mark style="background-color: red">Environmental Control Tag</mark>
> **Lack of (x) control tag**

ET: Primero, así como de la Universidad, ¿Qué es lo que te ha mantenido estudiando inglés en esta carrera?

E: ¿A qué te refieres con eso?

ET: ¿Qué es lo que impide que tú abandones la carrera?, ¿Qué te mantiene como activa aquí?

E: La verdad es que <mark style="background-color: yellow">a mí siempre me gustó harto el inglés, y yo quiero ser profe de inglés entonces eso es lo que me mantiene</mark> po, pasar los cuatro años para hacer la pedagogía.

ET: Claro, o sea, podríamos decir que lo que te mantiene es ver el futuro, ver que tú quieres ser profesora...

E: Sí.

ET: Ya, y con respecto a esto ¿Hay algo que te impida o afecte tus ganas de mantenerte en la carrera?

E: <mark style="background-color: green">**La verdad, así como la parte de literatura porque, o sea a mí me gusta leer, pero no como lo que me obligan a leer**</mark>, sino como leer lo que a mí me gusta leer.

ET: Ya, claro... Si, por ejemplo, cuando estás leyendo algo que no te gusta… ¿Cómo logras concentrarte para lograr, así como hacer una prueba o una tarea cuando estás haciendo algo que no te gusta mucho?

E: La verdad me cuesta mucho concentrarme, a veces lo leo, <mark style="background-color: blue">a veces escucho el audio libro mientras voy leyendo, o si no lo entiendo busco el resumen explicado para comprenderlo mejor.</mark>

ET: Claro, y esos mecanismos como que te van sirviendo, te van ayudando.

E: Sí.

ET: Genial, y con respecto a esto, ¿Tienes alguna forma de planificarte? de planificar la forma en que te organizas… ¿Estudias, como por ejemplo los tiempos, organizar la rutina para lograr esto?

E: Así como una rutina específica no, pero trato de hacerlo como de después de clases hasta cierto horario, y la noche la dejo como para relajarme y no estar tan estresada, pero siempre es como después de clases.

ET: Claro, como dejas la noche para poder hacer como todos tus deberes que es cuando tienes más tiempo. Claro. Y, por ejemplo, ¿qué pasa si en estas situaciones te encuentras aburrida?, ¿tienes alguna estrategia para cuando te sientes así?

E: La verdad es que dejo, así como de lado un rato porque sé que si no tengo ganas y estoy aburrida no me va a salir nada bueno, entonces no saco nada con esforzarme si sé que no me va a salir algo que realmente me guste como va a quedar, entonces lo dejo de lado para seguir otro día más tranquila.

ET: Ya, o sea, podríamos decir que te tomas como una pausa…

E: Sí.

ET: Ya, y con respecto a hacerte las ganas de estudiar, en esos casos, como incentivarte en ese sentido, ¿Tienes alguna forma de darte ganas a ti misma por ejemplo? De darte como ánimos para hacerlo...

E: No mucho la verdad, pero me pongo a escuchar música como que se me sube más el ánimo entonces lo hago con más ganas.

ET: Ya, y con respecto por ejemplo… Cuándo estás estudiando y se vienen emociones negativas, ¿Cómo tú manejas ese sentimiento? Cuando te sientes como... como cuando te sientes mal, cuando tus emociones no están bien, cuando estás estudiando...

E: <mark>Intento hacer otra cosa, que ayude, así como a volver a mi estado normal.</mark>

ET: Ya, o sea…

E**:** <mark>Ver series, ver películas, escuchar música…</mark>

ET: Ya, o sea, como que buscas distracciones, como… otro tipo de distracciones que te alejen de esas emociones…

E: Sí.

ET: Ya, algunos de tus compañeros mencionaron que sienten flojera cuando estudian, ¿te ha pasado?

E: Sí… sí. Harto.

ET: ¿Cómo definirías la flojera? La flojera que sientes en esos momentos...

E: <mark>Como ganas de hacer nada, como dejar todo de lado y echarme no más.</mark>

ET: Claro... como procrastinación por así decirlo, ¿Ese sentimiento?

E: Sí...

ET: Ya, como de hacer nada por hacer nada no más, no por algo netamente más específico… ¿Qué ha significado para ti estudiar inglés desde tu casa? ¿Qué adaptaciones has hecho como a tu lugar de... O sea, de partida has hecho alguna adaptación a tu lugar de estudios, ¿Qué ha significado para ti esta diferencia de pasar de la presencialidad a tener que estar en modo online?

E: La verdad como que no, ha sido difícil porque <mark>**me distraigo súper rápido**, como que veo algo o una mosca volar y como que me quedo mirándola, no si igual me ha costado.</mark>

ET: Ya...

E: Y como que intento cómo volver a la concentración, pero igual me cuesta y mantenerme, así como pendiente viendo las clases me ha costado igual, entonces no ha sido algo así como que me gustaría volver a repetir.

ET: Ya... entiendo. Y, por ejemplo, ¿Qué consideras como mínimo para estudiar en tu casa cómodamente?

E: Tener un espacio, así como que en el que sí pueda estudiar.

ET: ¿Y tú tienes este espacio?

E: No...

ET: Y dónde… ¿Cómo es el lugar donde estudias?

E: Donde encuentre el lugar no más...

ET: Ya. ¿En cualquier parte de la casa?

E: En cualquier parte de la casa.

ET: Claro, donde no hayan estas condiciones que tú me dijiste, ¿Cierto? Como ruido...

E: Es que igual como que mi casa es todo el día ruido, entonces como que encontrar un lugar específico está como medio complicado...

ET: Claro… y eso… ¿Encuentras que te afecta en algún sentido?

E: Sí, igual un poco.

ET: Ok, ¿Sientes que de alguna manera la pandemia ha influido en tu estado de ánimo?

E: Sí.

ET: ¿Por qué sientes que ha influido?

E: Porque me da mucho tiempo para pensar...

ET: Claro...

E: **Como que estar todo el día encerrado te deja muy aislada y muy sola.**

ET: Claro, sí... Y esto, ¿ha afectado o crees que tenga algún tipo de relación como con los estudios y como con tu forma de estudiar?

E: Sí.

ET: Y, ¿Cómo lo definirías?, ¿Cómo harías esa relación?... Entre el estado de ánimo por la pandemia y los estudios...

E: Es que como que igual **muchas veces como que mis estados de ánimo como que se bajonean...** Ver como mis notas o por ver cómo me ha ido en el semestre y entonces como que digo... Como que realmente **¿Estoy yendo hacia alguna parte?… entonces ahí como que me bajoneo…**